

# Fingal Head Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Fingal Head 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.

### School contact details

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## School background

### School vision statement

To develop a strong team working collaboratively to ensure excellence and equity in learning and leadership. To expand pedagogical opportunities for staff, students and community members by laying the foundations for future learning success. To nurture engaged global learners to become confident, creative citizens who champion future focused learning, strengthening our community for the future.

Our school motto is *Celebrate Achievement*.

### School context

Fingal Head Public School is a two teacher school located on the Far North Coast of NSW. We are situated on the idyllic Fingal peninsula. Our school provides a welcoming, friendly and safe environment for our students, where they are recognised as individuals and catered for in the academic, creative, social and emotional domains. Our student body comprises over 50% Indigenous students. In addition to strong programs in literacy and numeracy, we offer engaging environmental education programs and Aboriginal education programs. Our students engage in programs in the creative arts and sports and we offer students many opportunities to enhance their learning through the use of the latest technology.

## 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 school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Learning and Wellbeing

#### Purpose

Schools that excel in student learning and wellbeing implement a strategically planned approach that creates an environment in which students can connect, succeed and thrive. Our purpose is to develop self-directed learners who are engaged, focused, reflective and resilient. We aim to provide students with the knowledge, skills and understandings to set goals, monitor their progress, articulate their learning and respond appropriately to feedback.

#### Improvement Measures

Student engagement and satisfaction will be analysed through surveys, interviews, observations and data collection, to determine ongoing improvement.

Students learning achievements will be assessed against the Literacy and Numeracy Continuums.

#### Progress towards achieving improvement measures

**Process 1:** Students are engaged in differentiated and authentic learning experiences that foster creativity, communication, collaboration and critical thinking. Learning Intentions, Success Criteria and Feedback are evident in teaching and learning experiences.

Evaluation	Funds Expended (Resources)
Teachers are differentiating learning programs to meet the unique needs of each learning in the classroom.	Teacher professional learning funds to release teachers and engage quality, expert professional learning providers.

**Process 2:** Current research is explored to develop a consistent, meaningful approach to assessing and reporting on students' achievement of learning outcomes.

Evaluation	Funds Expended (Resources)
Teachers are effectively assessing student learning and communicating this to parents in meaningful and easy to access ways to parents through clear and effective communication in student reports.	Funds to enable participation in Visible Learning professional learning.

**Process 3:** Students, staff, parents and community members are actively engaged in implementing Positive Behaviour for Learning processes and strategies to maximise student engagement and learning outcomes.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning procedures are being implemented consistently and students are able to articulate the school's PB4L values and how they can demonstrate them. Staff consistently rewarding students who demonstrate appropriate behaviours.	PB4L Assistant Principal, PB4L resources, teacher release time to develop program and resources.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

Our purpose is to create a stimulating, challenging and supportive professional environment where teachers engage with research into current best practices in education to promote continuous improvement. Authentic, deep professional learning, with supported opportunities to embed new learning into practice, provides teachers with the skills, knowledge and understanding to ensure their actions create the conditions that maximise student engagement and learning outcomes.

#### Improvement Measures

Regular evaluation and feedback of staff professional learning, coaching and mentoring indicates enhanced engagement, understanding and capacity for all staff.

Staff surveys indicate staff teams regularly and systematically collaborate using student data to continually improve teacher practice and student outcomes.

Measurement against the School Excellence Framework in the Domain of Teaching under the element of Data Skills and Use will progress from Delivering to Sustaining and Growing.

#### Progress towards achieving improvement measures

**Process 1:** All teachers demonstrate high impact, evidence based effective planning for and implementation of explicit teaching.

All teachers provide explicit, timely and meaningful feedback to students.

Evaluation	Funds Expended (Resources)
Lesson observation data reflects feedback to students is explicit, timely and focused on individual student needs.	Teacher professional learning funds to allow teachers to access professional learning opportunities to enhance capacity to provide feedback.

## Strategic Direction 3

### Whole School Improvement

#### Purpose

A focus on whole school improvement requires effective leaders who demonstrate an unwavering commitment to fostering and enhancing a culture of the highest expectations for all stakeholders. At the core of effective whole school improvement is a school plan which is well conceived, effectively implemented and effects genuine improvement. Our purpose is to enable a self-sustaining learning community that supports and enhances the professional effectiveness of all school members.

#### Improvement Measures

Staff are engaged in collaborative partnerships to build capacity, leadership and facilitate coaching and mentoring relationships through observations, stage meetings and PLC network groups.

Consistent data collection and analysis that demonstrates improvement in student performance and informs future planning.

The school celebrates successful teaching and learning and improvement in student learning outcomes.

#### Progress towards achieving improvement measures

**Process 1:** The S8 leadership team continues to facilitate the Professional Learning Community, with the appointment of an Assistant Principal, Professional Learning Coordinator, to drive focused and targeted professional learning opportunities for all staff.

Evaluation	Funds Expended (Resources)
AP (PLC) is developing and implementing professional learning opportunities for teachers. AP (PLC) is working collaboratively with and supporting Stage Team Leaders in providing professional learning, planning structures and ongoing support to promote continuous improvement in teaching practice.	Employment of Assistant Principal – Professional Learning Coordinator. Appointment of high performing teachers as Stage Team Coordinators.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Equity Funds to cover student participation and teacher release.	Aboriginal and Torres Strait Islander students are participating in YULI activities throughout the year, and are able to articulate their learning of traditional cultural heritage. YULI awarded a Nanga Mai award for outstanding cultural program.
<b>Low level adjustment for disability</b>	Teacher release time to engage with professional learning and focused planning.  Equity funds to enable the employment of an additional class teacher.	Individual learning plans are effectively implemented, with regular review and adjustment as students achieve learning goals.
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher and principal release to develop strategies to assist each teacher in meeting their PDP goals.	Teachers have achieved goals set in the PDP and modified goals that require further input to be achieved.
<b>Socio-economic background</b>	Funds contributed to the employment of an additional class teacher.	Student learning needs are being addressed as evidenced by progress towards achievement of goals in Individual Learning Plans and student assessment data.
<b>Targeted student support for refugees and new arrivals</b>		<b>Not applicable</b>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	20	18	20	22
Girls	22	18	20	22

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.7	83.1	91	92.3
1	92.6	88	89.9	88.5
2	88.8	94.3	93	90.1
3	89.1	86.2	89.5	93.8
4	85.6	84.2	84.7	87.2
5	95	89.8	87.7	78.3
6	86.2	89.2	80.4	85.3
All Years	89.8	87.7	87.6	87.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### 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
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	83,102
<b>Revenue</b>	744,537
Appropriation	718,488
Sale of Goods and Services	1,445
Grants and contributions	23,759
Investment income	845
<b>Expenses</b>	-745,408
Employee related	-675,717
Operating expenses	-69,691
<b>Surplus / deficit for the year</b>	-871

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	124,040
<b>Equity Total</b>	91,744
Equity - Aboriginal	42,026
Equity - Socio-economic	18,008
Equity - Language	2,917
Equity - Disability	28,793
<b>Base Total</b>	476,773
Base - Per Capita	9,386
Base - Location	0
Base - Other	467,387
<b>Other Total</b>	18,100
<b>Grand Total</b>	710,657

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

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Our parents and school community members indicated their positive perception of our school, with most agreeing:

- \* our school provides a friendly and welcoming environment for students, staff, parents and guests;\* our school actively encourages parent participation and engagement in school life;
- \* all students at FHPS are known, valued and cared for;
- \* students are regularly recognised and praised for positive achievements; and
- \* all students are provided with a wide range of experiences in and beyond the classroom to enhance their learning.

Our staff all agreed that they find Fingal Head PS a rewarding place to work and also agreed that:

- \* staff wellbeing is a priority with the principal;
- \* they are supported to ensure they are able to provide the best learning opportunities for all students;
- \* Positive Behaviour for Learning has provided structures for staff to reward positive behaviour and manage challenging behaviours; and
- \* Parents and the wider community are supportive and appreciative of the opportunities the students access at FHPS.

Our students all agreed that:

- \* they feel safe and happy at Fingal Head PS; and
- \* the teachers know them, are interested in them and help them to learn.

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

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.