

2020 Annual Report

Fingal Head Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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>

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 tasks and using learning intentions and success criteria to support student learning and performance.	S6 Professional Learning Coordinator

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.	Professional readings S6 Professional learning coordinator

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 (PB4L) procedures are being implemented consistently and students are able to articulate the school's PB4L values and how they can demonstrate them. Staff are 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 shows classroom teachers are consistently planning for and providing explicit, timely and meaningful feedback to students.	

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 (Professional Learning Coordinator PLC) developed and implemented professional learning opportunities for teachers. AP (PLC) worked collaboratively with and supported Stage Team Leaders in providing professional learning, planning structures and ongoing support to staff to promote continuous improvement in teaching practice.	Employment of Assistant Principal - Professional Learning Coordinator. Appointment of high performing teachers as Stage Team Leaders.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$43970	<p>All students have Personalised Learning Plans which were developed collaboratively with students, their families, teaching and support staff.</p> <p>A local artist was commissioned to paint a mural in the playground depicting local Indigenous landmarks.</p> <p>Additional assistance from administration and Student Learning and Support Officers provided greater access for students across all areas of the curriculum.</p> <p>Purchase of touch screen TVs for both classrooms has improved student engagement and learning opportunities across the curriculum.</p>
Low level adjustment for disability	\$32815	<p>Reduction of class sizes through the provision of an additional class teacher to meet the needs of all students, enabling more teacher time to focus on individual learning needs.</p> <p>Individual learning plans are implemented, regularly reviewed and adjusted as students achieve their learning goals.</p>
Quality Teaching, Successful Students (QTSS)	\$7657	<p>Teacher and principal release to assist each teacher in meeting their goals in their PDP. Teachers have achieved goals set in their PDPs and adjusted goals that require further actions in order to be achieved.</p>
Socio-economic background	\$14912	<p>The reduction in class sizes through the provision of an additional class teacher enables student learning needs to be addressed as evidenced by their progress against the goals in their Individual Learning Plans as well as the student assessment data.</p> <p>Subscription to school stream has improved parent/carer/school communication as evidenced in Tell Them From Me results.</p> <p>All students accessed activities offered throughout the year due to financial support and subsidies.</p>
Targeted student support for refugees and new arrivals		Not applicable

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	18	20	22	15
Girls	18	20	22	14

Student attendance profile

School				
Year	2017	2018	2019	2020
K	83.1	91	92.3	82.7
1	88	89.9	88.5	89.8
2	94.3	93	90.1	87.6
3	86.2	89.5	93.8	91.9
4	84.2	84.7	87.2	95.2
5	89.8	87.7	78.3	85.9
6	89.2	80.4	85.3	87.5
All Years	87.7	87.6	87.5	88.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous 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. 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.

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)	1.42
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	82,230
Revenue	809,733
Appropriation	796,208
Sale of Goods and Services	1,623
Grants and contributions	11,622
Investment income	280
Expenses	-795,558
Employee related	-714,000
Operating expenses	-81,559
Surplus / deficit for the year	14,175
Closing Balance	96,405

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.

	2020 Approved SBA (\$)
Targeted Total	125,705
Equity Total	93,452
Equity - Aboriginal	43,970
Equity - Socio-economic	14,912
Equity - Language	1,755
Equity - Disability	32,815
Base Total	493,211
Base - Per Capita	10,582
Base - Location	0
Base - Other	482,628
Other Total	20,366
Grand Total	732,734

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. During 2020, parent and student satisfaction was evaluated through Tell Them From Me surveys.

This year our school community overwhelmingly reinforced 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 supports positive behaviour and students are regularly recognised and praised for positive achievements;
- Fingal Head Public School is an inclusive school that supports student learning and
- parents are kept informed about what is happening at school.

Our students all indicated:

- high levels of satisfaction with the school;
- they value schooling outcomes and
- positive teacher-student relations.

Our staff all agreed that Fingal Head PS is a rewarding place to work. They also agreed:

- their wellbeing is a priority with the principal;
- parents and the wider community appreciate the opportunities provided to the students at FHPS and
- the structures around Positive Behaviour for Learning enable staff to reward positive behaviour and manage challenging ones.

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.