Our school at a glance

Principal’s message

Fingal Head Public School prides itself on the close, committed and longstanding relationships that it shares between students, their families, staff and the broader community.

The students at Fingal Head Public School display outstanding behaviour and show pride in themselves and their work. Our school philosophy Celebrate Achievement is strongly supported by the cooperative and dynamic atmosphere within the school.

It is with great pleasure that I commend the tireless dedication and tremendous work of our school staff. We are fortunate to have a team that is so strongly focused on supporting students to achieve the highest quality educational outcomes.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Matthew Jacobson

Fingal Head Public School - Principal

Student representative’s message

Going to a small school is great. Everyone knows each other and you always feel included. There are more one on one opportunities with your teachers and everyone cares for each other, you really feel like you belong! We do so many different things, like our adventures with coast care, public speaking competitions and playing in chess tournaments. I’m proud to be a student from Fingal Head Public school.

Lydia O’Neill – School Captain

I have spent the last seven years at Fingal Head Public School and I have enjoyed the experience. I would like to thank Miss Baker for teaching me this year. I have had an awesome time with art, sport, classroom fun and great new learning facilities. Also I’d like to thank the other teachers both past and present who have taught me at this great school. Being at this school has been very special and now I am off to a much larger school which will be exciting. This school has given me a great start to my education and I hope to achieve a lot in the future. THANK YOU!

Wilson Clarke – School Captain

P & C and/or School Council message

Parental involvement in our school community continues to bring great benefit to students and staff alike. I would like to thank those very special parents who have donated considerable time and energy to fundraising and supporting our school as well as the school’s staff. Whilst many parents are prevented by circumstance from being involved in the planning and delivery of many of these projects, the general level of support and participation is both encouraging and welcome. As parents, we are obliged to care for our own children, but as citizens, we are also compelled to work together to ensure that all of our community is properly educated as we know that this not only benefits the child but in the longer term, our wider society.

Bronwyn O’Neill – P&C President
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student attendance profile

Management of non-attendance

Student attendance at Fingal Head Public School is within close range to the averages held by both region and state. Students experiencing difficulty with regular attendance are supported by school actions including the following:

- Contacting families to offer assistance.
- Developing attendance plans in conjunction with parents and the school counsellor.
- Implementation of student welfare policies.
- Using the services of the home school liaison officer.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1</td>
<td>K</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>2/3/4</td>
<td>2</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>2/3/4</td>
<td>3</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>2/3/4</td>
<td>4</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>7</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

In 2011, three composite classes were structured to suit the needs of the students and maintain recommended student numbers. While individual classroom activities occurred during the year, the whole school banded together on a weekly basis for different activities as a whole school.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

[Enter text here.]

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.165</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Release from face to face</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4.172</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

[Enter a statement describing the Indigenous composition of the school workforce. Principals are strongly advised to refer to the Support Document for further information.]

Staff retention

An increase in student numbers meant an increase in the staffing entitlement for 2011. An incentive transfer was granted to our school and we were given a new teacher for early stage one/stage one.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>36,528.86</td>
</tr>
<tr>
<td>Global funds</td>
<td>69,181.68</td>
</tr>
<tr>
<td>Tied funds</td>
<td>98,671.74</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>26,108.69</td>
</tr>
<tr>
<td>Interest</td>
<td>2,832.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,742.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$235,065.41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>9,755.85</td>
</tr>
<tr>
<td>Excursions</td>
<td>5,567.20</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>16,090.97</td>
</tr>
<tr>
<td>Library</td>
<td>1,963.77</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>981.29</td>
</tr>
<tr>
<td>Tied funds</td>
<td>66,888.49</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>13,195.59</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>21,021.70</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>12,413.88</td>
</tr>
<tr>
<td>Maintenance</td>
<td>16,341.22</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1,047.40</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$165,267.36</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$69,798.05</td>
</tr>
</tbody>
</table>
School performance 2011

Achievements

Arts
In 2011 students were able to undertake a number of interesting and valuable arts-based activities, including the following; tuition in the art appreciation workshops with local professional artist, involvement in the annual Murwillumbah Performing Arts Festival, participation in “toon” school, fortnightly art history workshops and whole school involvement in the Les Peterkin Art Prize. Fingal Head Public school provided a musical item for the Small Schools’ Stewart House concert.

Sport
In 2011 students were involved in the following extra-curricular sporting activities;

- PSSA Swimming, Cross-Country and Athletics competitions.
- Instruction, from local coaches, in the playing of field hockey. This concluded with an inter-school competition known as the Fitzpatrick Shield.
- Tweed Small Schools Ball Games competition.
- Introduction and workshops from Ozkick – AFL affiliates.
- Introduction and workshops from Golf Australia.

Academic
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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5

Numeracy – NAPLAN Year 5
Progress in literacy

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Minimum standards

Significant programs and initiatives

Aboriginal education

Fingal Head Public School is committed to the implementation of school strategies which address all aspects of Aboriginal Education. In 2011 we achieved the following:

- All staff trained in *The Aboriginal Education Policy* and briefed on cultural awareness items relevant to the Fingal Head context.
- Students celebrated numerous Aboriginal And Torres Strait Islander events including NAIDOC Week and multiple Cappamurri Feasts
Multicultural education
Fingal Head Public School is a multicultural school with students from numerous cultural backgrounds. Cultural diversity is celebrated through the support of whole school events, including harmony day and video conferences with people from backgrounds different to those represented at Fingal Head PS.

Respect and responsibility
In 2011 the development and implementation of new student wellbeing programs occurred. This involved wide-ranging consultation with students, parents and staff.

Peer support programs and in-class anti-bullying workshops were aimed at the development of respect and responsibility throughout the wider student body.

National partnership programs
2011 saw the continuation of Fingal Head Public School in the National Partnerships Program. This involves both government and non-government schools and the Commonwealth Government working together to develop better strategies for students. It aims to:

1. transform the way that schooling takes place in participating schools and to address the complex and interconnected challenges facing students in disadvantaged communities
2. improve the educational outcomes of students, including literacy and numeracy outcomes, in targeted schools as well as to improve students’ transition rates to further education and employment.

As planning for the program began in 2010, measurable interventions and reporting on progress will not be available until 2012.

Progress on 2011 targets
Our National Partnerships targets had two year timeframes.

To increase the percentage of students in Year 5 achieving proficiency level in Spelling from 17% in 2010 to a minimum of 27% in 2012.

Strategies to achieve this target include:

- A whole-school approach to the implementation of The North Coast Spelling Strategy
- Professional learning in the development and utilisation of the strategy by classroom teachers.

Our success will be measured by:

- Increased student engagement in spelling
- School data showing retention of strategies

Target 2
To decrease the percentage of students in Year 3 achieving at or below NMS in Numeracy from 30% in 2010 to 20% in 2012.

Strategies to achieve this target include:

- Consistent teaching strategies across all grades.
- Continued professional learning around the use of the North Coast Mathematics Scope and Continuum.
- Increased student engagement through the use of interactive numeracy activities.

Our success will be measured by:

- NAPLAN data showing a decrease of students represented at or below NMS.
- Teaching programs to provide evidence of a homogeneity in approach to the teaching of numeracy.
- Positive feedback from students, staff and parents.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of School Culture (community engagement), Literacy and Numeracy.

Educational and management practice

School Culture/Community Engagement

Background

During 2011, Fingal Head PS realized an enormous amount of physical and educational change. This was primarily the result of substantial increases in funding due to the National Partnerships program. Surveys in 2010 were focused on bringing about greater community participation in the decision making that was made at school. Hence, the need to seek feedback on school progress 12 months later.

Findings and conclusions

In terms of school culture, 100% of community members either agreed or strongly agreed with the following statements:

- I feel welcomed at the school
- The school values my help and interest
- The school has a safe and secure learning environment
- The school has high expectations of its’ students
- The school praises and rewards student achievement.

Future directions

While there was 100% parent support for the quality of school culture and strong perceptions of parent opportunity to engage with student learning, 30% of those surveyed felt that formal interviews would be beneficial in gaining a stronger understanding of student performance. In 2012, Fingal Head public School will include Personal Learning Plans, for all students, as part of its’ reporting policy.

Curriculum

Literacy and Numeracy

Background

In line with targets for 2012, it was necessary to evaluate the curriculum area of mathematics. Students and teachers were surveyed and took part in focus group discussions to review the strengths and areas for improvement within the school context.

Findings and conclusions

Students and teachers were unanimous in their attitudes toward the importance of literacy and numeracy.

Most students indicated that their teachers were clear in helping them understand what they were learning and why it is important. Nevertheless, 18% of students felt that the work done in literacy and numeracy did not challenge them or make them think.

Staff reported feeling confident in their knowledge and understanding of syllabus content. This was supported by the increased professional learning and school resourcing that was brought about by the National Partnerships program.

Future directions

In 2012, all staff to attend the Quality Teaching Conference in Coffs Harbour. Teachers continue to be trained in the implementation of the North Coast Mathematics Scope and Continuum. There will be a school-wide approach to teaching the content, weekly staff meetings will include professional learning time and National Partnership funds will be utilised to bring in professional experts to support classroom teaching practises.
Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All parents at Fingal Head Public School were provided with the opportunity to take part in a survey addressing the attitudes and opinions around community satisfaction with our school. They made comment on programs and procedures that they felt were effective forms of current practice and identified areas for further growth and development.

Community feedback statements widely praised our school and its’ teachers for the supportive and nurturing environment that we provide for our students. Areas for improvement include, greater feedback on student academic performance, increased opportunities for parent information sessions and greater curriculum-based activities including cooking and environment education workshops.

Professional learning

Professional Learning in Literacy, Numeracy and Quality Teaching, featured in weekly staff meeting sessions. Considerable resources were made available for staff to become proficient in the understand and use of, *The North Coast Spelling Strategy, The North Coast Mathematics Scope and Continuum and the Quality Teaching Framework.*

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

To improve literacy and numeracy outcomes for all children at Fingal Head Public School

2012 Targets to achieve this outcome include:

- To increase the percentage of students in Year 3 achieving proficiency level in Spelling from 20% in 2010 to a minimum of 30% in 2012
- To increase the percentage of students in Year 5 achieving proficiency level in Spelling from 17% in 2010 to a minimum of 27% in 2012

Strategies to achieve these targets include:

- Classroom programs include strategies from SMART 2 software.
- School Targets 2012-2014 revisited at staff meetings twice per term.
- The school learning support team (LST) will support classroom teachers to develop learning programs, access suitable resources and funding for targeted students.
- Identify students at or below NMS from 2011 NAPLAN data to target for additional STLA/Classroom support.
- Whole school professional learning meetings to support the implementation of the North Coast Spelling Strategy.
- School priority 2
Outcome for 2012–2014

To improve literacy and numeracy outcomes for all children at Fingal Head Public School

2012 Targets to achieve this outcome include:

- To increase the percentage of students in Year 3 achieving proficiency bands in numeracy from 10% in 2010 to a minimum of 20% in 2012
- To decrease the percentage of students in Year 3 achieving at or below NMS in Numeracy from 30% in 2010 to 20% in 2012
- To increase the percentage of students in Year 5 achieving proficiency bands in numeracy from 33% in 2010 to a minimum of 43% in 2012

Strategies to achieve these targets include:

- P/L for all staff to implement the North Coast Scope and Continuum. This will include programming, skills based learning, assessment procedures and data analysis.
- In school expertise to conduct and support training in the Mathematics Scope and Continuum.
- Whole school staff meetings held fortnightly for P/L on Scope and Continuum implementation
- Combined P/L and collaborative planning between like schools – Uki PS using site visits and Video Conferencing facilities.
- Identify students at or below the NMS from 2010 NAPLAN for additional classroom and STLA support.
- Increased resourcing for teaching and learning, maths. This includes the purchase of document cameras, scanners and TPL for technology learning.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Matthew Jacobson - Principal
Bronwyn O’Neill – P&C President
Tanya Krasna – Senior Administrative Manager
Megan Baker – Classroom Teacher

School contact information

Fingal Head Public School
100 Letitia Rd, Fingal Head NSW 2487
Ph: 07 5524 2315
Fax: 07 5524 9359
Email: fingalhead-p.school@det.nsw.edu.au
Web: www.fingalhead-p.schools.nsw.edu.au

School Code: 1915

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: