



DEPARTMENT OF  
EDUCATION AND TRAINING

# Clyde Fenton School

## Annual Performance Report to the School Community

2008

 The logo for Clyde Fenton School, featuring the letters "CFS" in a stylized, blue, serif font with wings extending from the sides.	<p><b>CLYDE FENTON SCHOOL</b></p> <p>PO Box 421, Katherine, NT 0851 Tel: (08) 8972 1122 Fax: (08) 8972 3067</p>	 A blue line-art illustration of a biplane with the registration "VH-UOI" on its side.
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## School Overview

### Our School

Clyde Fenton School opened in 1977. It is a medium-sized school of approximately 312 preschool and primary school students. The school is located in Katherine North, on the corner of Giles and Rapide Streets.. Approximately 61% of students are Indigenous with some students living at Binjari, Rockhole and Kalano and The Gorge communities. A mobile preschool operates on a daily basis at Binjari, Rockhole and Kalano communities.

The school is of open-plan design, including a central library, enclosed stage and undercover area and extensive grounds and oval.

### Our Students

At the end of 2008, there were 328 students enrolled at Clyde Fenton Pre-school, Mobile Pre-school and Primary School. There was a decline of 62 enrolments compared to the same time in 2007; this decline is directly attributable to the Year 7 students moving to Katherine High School for the Middle Years schooling.

The student population was:

Pre-school	33
Mobile Pre-school	33
Primary	262

There was a slight drop of Indigenous student enrolments, with 58.23% at the end of 2008 compared with 59.47% at the end of 2007.

### Our Staff

During 2008 the staff remained reasonably stable however, in Term 3 there was a change of Principal. Our staff included:

Principal 1

Assistant Principal 1

Senior Teachers 2

There were 9 classroom teachers, 2 Indigenous Unit teachers, 1.5 ESL, 0.5 ESL ILSS, a Special Needs teachers and 2 Pre-school teachers. Other classroom support staff included 2 pre-school assistants, 1 special needs assistant, 1 Assistant Teacher.

The Administration staff consisted of an Administration Manager, an AO2 clerical, an AIEW a Maintenance Officer and a Library/IT AO4. Other staffs such as tutors and canteen manager were employed through various grants.

### Our Community

The school community had strong parental involvement including a very active School Council lead by Mrs Dale Jones. The Performing Arts remains a strong focus along with the Automaticity of Literacy and Numeracy, Primary Connections [Literacy in Science] and Philosophy programmes.

# Teaching and Learning

## **NAPLAN Results**

### **Year 3 Results**

Seventy-five percent [75%] of students participated in reading testing, a decrease of 9% on 2007.

57.5% of participating students were at or above the national minimum standard.

Eighty-four percent [84%] of students participated in writing testing, which was the same as 2007.

62.16% of participating students were at or above the national minimum standard.

Eighty-four percent [84%] of students participated in spelling testing.

59.45% of participating students were at or above the national minimum standard.

Eighty-four percent [84%] of students participated in grammar and punctuation testing.

54% of participating students were at or above the national minimum standard.

Seventy-seven point three percent [77.3%] of students participated in numeracy testing, an approximate decrease of 10% compared to 2007.

73.53% of participating students were at or above the national minimum standard.

### **Year 5 Results**

Eighty-two point seven percent [82.76%] of students participated in reading testing, a decrease of 14% on 2007 testing.

58.33% of participating students were at or above the national minimum standard.

Eighty-six point two percent [86.21%] of students participated in writing testing, a decrease of 10% from 2007 testing.

72% of participating students were at or above the national minimum standard.

Eighty-six point two percent [86.21%] of students participated in spelling testing.

56% of participating students were at or above the national minimum standard.

Eighty-six point two percent [86.21%] of students participated in grammar and punctuation testing.

44% of participating students were at or above the national minimum standard.

Eighty-six point two percent [86.21%] of students participated in numeracy testing, a decrease of 11% from 2007 testing.

44% of participating students were at or above the national minimum standard.

**Results for Indigenous Students were:****Year 3**

73.08% of students participated in reading testing.

36.84% of participating students were at or above the national minimum standard.

84.62% of students participated in writing testing.

45.45% of participating students were at or above the national minimum standard.

84.62% of students participated in spelling testing.

45.45% of participating students were at or above the national minimum standard.

84.62% of students participated in grammar and punctuation testing.

36.36% of participating students were at or above the national minimum standard.

76.92% of students participated in numeracy testing.

55% of participating students were at or above the national minimum standard.

**Year 5**

68.75% of students participated in reading testing.

27.27% of participating students were at or above the national minimum standard.

75% of students participated in writing testing.

58.33% of participating students were at or above the national minimum standard.

75% of students participated in spelling testing.

41.67% of participating students were at or above the national minimum standard.

75% of students participated in grammar and punctuation testing.

33.33% of participating students were at or above the national minimum standard.

75% of students participated in numeracy testing.

33.33% of participating students were at or above the national minimum standard.

Programs and initiatives that gave targeted students support during the year included:

- Quicksmart maths program
- First Steps Reading
- Automaticity of Literacy and Numeracy
- Jolly Phonics
- PM Benchmark Kit
- Even Start Tuition program

# Student Wellbeing and Engagement

## **Enrolment and attendance**

School enrolments varied throughout 2008, from a low of 302 students in February to a high of 333 in October. The year ended with an enrolment of 328 in December. The number of Indigenous students increased from 185 in February to 207 in October before dropping back to 191 at the end of year.

School attendance also varied throughout 2008, from a high of 84% in February to a low of 77.6% in October.

The average attendance rate for all students over the course of the year was 80.4%

The average attendance rate for Indigenous students over the course of the year was 73.06%, with a high of 77.8% in February and a low of 69.4% in November.

## ***Engagement***

Clyde Fenton students had opportunities to experience a range of activities linked to improving student wellbeing, leadership and performing arts skills as well as those linked directly to the academic curriculum. These included:

- School musical production, 'The Wizard of Oz'
- School Christmas Concert
- School camps
- CFS Sports Day & Rivers Sports Day
- CFS Swimming Carnival & Rivers Swimming Carnival
- School Disco night
- Friday Inter-school Sports
- Participation in Rivers NT School Sports "Try" days, Exchanges and National Carnivals

The School Community continued with the practice of student awards with all students being given Merits for a variety of reasons, for example displaying the TRIBES agreements in class to improvement in attendance or achievement. Once ten merits were gained the student received a Distinction award which was presented at assembly and acknowledged in the school newsletter. Students could also gain an Honour Distinction when they had collected ten Distinction awards, these were also presented in a ceremony at a full school assembly and acknowledged in the school newsletter.

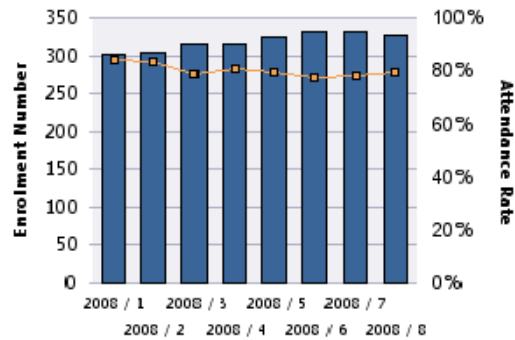
Attendance awards were given to Indigenous students who attended a total of five weeks, these awards were generally small balls. Once a student had attended for a total of ten weeks they were awarded a larger ball eg soccer, football or basketball, some students selected to receive a hat or sports bag, so they could play on the oval.

### Clyde Fenton Primary School

#### All Enrolments

Collection Number	2007		2008	
	Enrol	Att%	Enrol	Att%
1	365	78.1%	302	84.0%
2	376	77.5%	305	83.8%
3	371	78.1%	317	79.0%
4	370	77.3%	315	80.8%
5	367	83.7%	326	79.7%
6	359	81.6%	333	77.6%
7	377	80.4%	332	78.5%
8	380	79.4%	328	79.8%

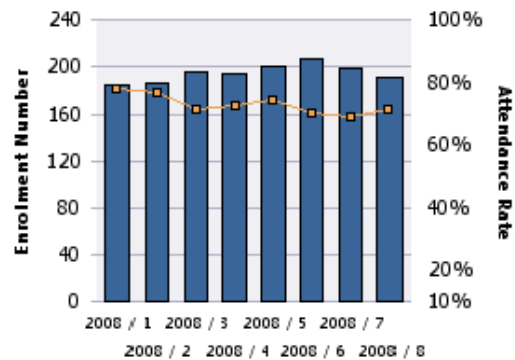
Comparison	Enrol (+/-)	Att%_(+/-)
2008 - Collection 8 to 2007 - Collection 8	-52	.4%
2008 - Collection 8 to 2008 - Collection 7	-4	1.3%



#### Indigenous Enrolments Only

Collection Number	2007		2008	
	Enrol	Att%	Enrol	Att%
1	206	68.2%	185	77.8%
2	218	69.6%	187	77.1%
3	213	68.4%	196	71.6%
4	212	67.8%	194	72.4%
5	213	76.4%	201	74.2%
6	204	74.3%	207	70.6%
7	224	73.5%	199	69.4%
8	226	72.4%	191	71.4%

2008 Collection 8 Only	Enrol	Att%
Indigenous	191	71.4%
Non-Indigenous	137	91.4%



## Student Pathways and Transitions

### **Retention**

During 2008 there were 101 students who left CFS and a total of 96 new enrolments; of the students whom left CFS 80% were indigenous while 62% of new enrolments were indigenous students. Thirty-two year 6 students left CFS with 29 students moving to Katherine High School and the other three going to interstate schools.

### **Stages of Schooling**

In 2008, the school was structured into 3 professional learning teams. The Early Childhood team catered for students from Pre School – Year 2. The Lower Primary team catered for students from years 3 and 4. The Upper Primary team catered for students from years 5 and 6.

### **Transition to Primary School**

During term 4 all Pre School students moving to Transition in 2009 were introduced to the school through a series of visits and structured time in the transition room. Parents were invited to participate in an induction morning hearing about the programs offered in our Transition classes, staff support for students. Parents were invited to raise any questions and issues.

### **Transition to High School**

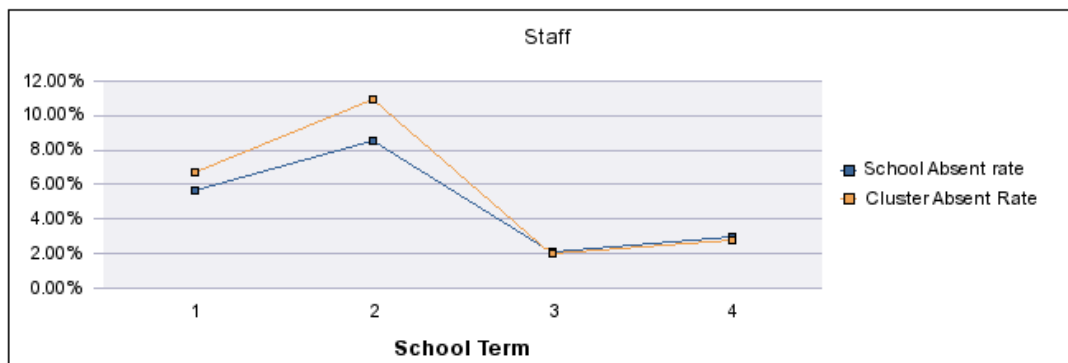
At the end of 2008, the majority of Year 6 students went on to Katherine High School with others enrolling at St Joseph's College and boarding schools interstate. KHS ran transition programs for all Primary Schools in Katherine.

# Organisational Health and Learning

## Staff Attendance and Retention

### Staff Attendance and Retention for Clyde Fenton Primary School

#### Staff Unnotified Absences

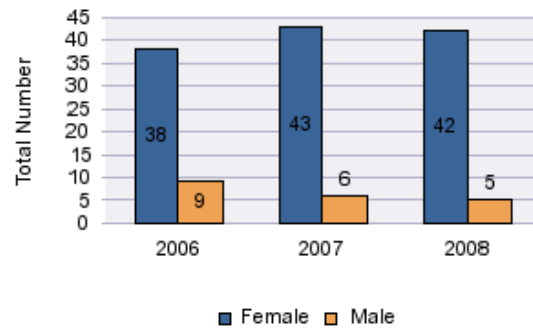


			1	2	3	4
2008	Expected Absence	Recreation Leave	2	19		1
	Unexpected Absence	Awaiting Leave Form	33	41		
		Compensation		5		
		Emergency	1			
		Industrial/Strike WO		13		
		Sick Leave - Full	36	40	43	35
<b>Total:</b>			<b>72</b>	<b>118</b>	<b>43</b>	<b>36</b>

2007	Expected Absence	Recreation Leave	23			
	Unexpected Absence	Absence Other	3	48		
		Absence Without Auth	5	50		
		Awaiting Leave Form				10
		Emergency		1		
		Sick Leave - Full	74	39	16	42
<b>Total:</b>			<b>105</b>	<b>138</b>	<b>16</b>	<b>52</b>

<b>Total Absence:</b>	<b>177</b>	<b>256</b>	<b>59</b>	<b>88</b>
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Gender		2006	2007	2008
Female	Num.	38	43	42
	FTE	29.4	26.8	26.9
Male	Num.	9	6	5
	FTE	7.3	5.0	5.0



## Staff Numbers and Retention for Clyde Fenton Primary School

### Staff Retention 2007/08

	2007	2008	Retention %
ABORIGINAL ISLANDER EDUC WKR	1	1	100%
ADMIN MANAGER - PRIMARY	1	1	100%
ASSISTANT TEACHER			0
ASST PRINCIPAL PRIM	1	1	100%
ESL CO-ORDINATOR			0
IEA - ESL ILSS TEACHER	1	1	100%
IT/LIBRARY	1	1	100%
LIBRARY ASSISTANT			0
MAINTENANCE OFFICER	1	1	100%
MOBILE PRE-SCHOOL	1	1	100%
OFFICE BASED SUPPORT OFFICER	1	1	100%
PRE SCHOOL ASSISTANT	1	1	100%
PRESCHOOL ASSISTANT	1		0
PRINCIPAL	1	1	100%
SNR TEACHER PRIMARY	2	2	100%
SPECIAL EDUCATION TEACHER	1	1	100%
SPECL NEEDS SUPPT OFFCR-MNSTRM	1	1	100%
SUPERNUMERARY	2	2	100%
TEACHER	13	9	69%
TEACHER ESL	1	1	100%
<b>Total:</b>	<b>31</b>	<b>28</b>	<b>84%</b>

During 2008 the Principal changed during Term 3 while one teacher left at the end of Term 1, due to the fall in enrolments and attendance and two teachers relocated at the end of Term 2. At the end of 2008 the Acting Principal relocated, the Assistant Principal gained an office based position, two teachers gained transfers and one teacher returned interstate.

## Summary of Teacher Qualifications

**THIS SECTION NEEDS TO BE COMPLETED**

### Staff development

Staff discussed and put forward a professional enhancement plan for 2008. When collated the individual plans set the direction of the professional learning opportunities for the year. All of the opportunities were linked to the Four Year Strategic and Annual Operations Plans.

Expenditure on teacher professional development was \$19,000 for 2008, this included funding from the AGQTP grants.

All teachers participated in inter-school moderation of work samples and the Dimensions of Learning workshop along with Asthma Awareness and Mandatory Reporting.

A number of teachers participated in Maths, Science and Assessment workshops. Two teachers attended the Child Protection and Mandatory Reporting half-day training and one teacher attended twenty-four hours of TRIBES training. Other teachers participated in a range of workshops including, NAPLAN and CeTool training.

There were also a large range of informal and in-house individual and small group activities not recorded in the professional development data.

### Teaching in the Territory Excellence Awards

The school was nominated for the 'School of the Year' award and there were two teachers nominated for the Teacher of the Year Award. The Principal was presented with the 'Principal of the Year Award'.

The School Council won the Northern Territory section of the Australian Women's Weekly P&C Award for their support and participation with the changes in curriculum.

# Community Engagement

## **Parent School Partnership Initiative (PSPI) and other programmes**

During 2008 CFS was successful in running a number of PSPI programmes these included:

- Mobile Pre-school enrichment, through the purchase and supply of outdoor play equipment at the Kalano site.
- Community liaison officers were employed at each of the three communities along with opportunities for parent participation to improve through community visits, and through transporting parents to school to work with students.
- Mobile pre-school enrichment through the leasing of a bus to collect pre-school students from the three communities.

Other projects included:

- employing additional tutors to work in the Automaticity and Quicksmart programmes
- employing community Elders to work with dance groups and in communities to encourage attendance
- production of an Indigenous Unit newsletter on a weekly basis
- production of picture books showing community members what was happening at school
- purchase of incentive packs for attendance.

## **School Council**

During 2008 the School Council held 8 meetings as well as the Annual General Meeting. Sub-committees including Finance, Canteen, and Fundraising were made up of community members, parents and staff; meetings of these sub committees were held as required.

The amount of effort and energy of the school council was recognised through their nomination and being the NT winner of the 2008 Australian Women's Weekly Paradise Foods P&C Awards. The national awards program celebrates the vital work of Parents and Citizens associations that help to deliver quality education facilities and resources to students.

## **School Musical**

The School Musical 'The Wizard of Oz' was once again a major community event in 2008. The event includes all levels and areas of the school with every student having a role to play and performing on stage during the night. The musical is a major fundraiser for the school and brings the community together, including parents and students from the communities of Kalano, Binjari and Rockhole.

Performing Arts is one of the four major focuses of Clyde Fenton School. The annual musical highlights the talents of the students, parents, community members and staff.

## Financial Health

### Successful Grants

The school has been successful in gaining several grants through PSPI, and AGQTP. The grants have enabled the Mobile Pre-school to have a bus to make possible the running of the programmes. The Kalano community mobile pre-school now has access to appropriate outdoor play equipment. Students in the Indigenous Learning Units have been supported in improving their literacy skills through real life based experiences, with a focus on cooking and the associated life skills required for shopping and budgeting.

Other grants have allowed the school to employ a number of tutors to support the Automaticity of Literacy and Numeracy program. Support from grants through the Smith Family have helped provide a 'Breakfast off the bus' program for any student needing breakfast.

The AGQTP grants have enabled the staff to continue their professional development in the areas of teaching Philosophy, Dimensions of Learning and Automaticity of Literacy and Numeracy.

### Financial Management

The Principal and Administration Manager attended FMISP Budgeting workshop during Term 4. The Principal and Administration Manager were both members of the School Council Finance sub-committee, the AM reported the school's financial situation to the council each month.

### School Buildings

- Capital Works - nil
- Minor new works - nil

The roof of the building continues to cause issues during the wet season. Due to the flat roof and small downpipes, water does not drain away rapidly enough during storms and heavy rain periods. The roof leaks in several areas; this can cause water to inundate some rooms. Measures taken to fix the problems have had limited success.

ATTACHMENT A

# Audited Financial Statements