

Fairfield Public School

Annual Report



2016



1895

Introduction

The Annual Report for 2016 is provided to the community of Fairfield 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.

David Smith

Principal

School contact details

Fairfield Public School

68-82 Smart St

Fairfield, 2165

www.fairfield-p.schools.nsw.edu.au

fairfield-p.School@det.nsw.edu.au

9724 1065

Message from the Principal

2016 has been another busy year. The school invested in more technology, updating iPads and large interactive monitors replacing aging interactive whiteboards. We continued to support staff through a range of professional learning activities including Writing with Jo, Grammar in Teaching, Positive Behaviour for Learning (PBL) and the introduction of 3-Way goal setting.

Parent forums were re-introduced through the PBL process in Arabic and English. These forums were very informative and a range of forums were negotiated with the P&C including; homework, PBL part 2, Literacy and Numeracy at home for 2017.

The Schools as Community Centre continued to support parents who have children aged 0–8 years of age.

3-Way Goals were introduced to parents in Term 1. Students, parents and teachers established goals for semester one with teachers reporting on the goals in the first semester report. Second semester staff again set 3-Way Goals to review progress and set directions for 2017.

We are committed to the installation of two new playgrounds worth a combined total of \$400,000. After consultation with the Department of Education, students, the community and staff, and a continuing tender process, it is hoped the first playground will be installed in the April school holidays of 2017 with the second playground to be installed in the June school holidays of 2017.

Our P&C continued to support the community, staff and students through a range of activities this year including our ongoing Coffee Club, school discos, uniform shop, bingo night, and consultation with the senior executive. The P&C also provided funding to reduce the cost of swim school and raise funds for the school technology program.

I want to thank the staff, community and Parents and Citizens for their support in continuing a wonderful year of learning and we look forward to the full implementation of PBL in 2017.

School background

School vision statement

At Fairfield Public School we provide an environment where learners strive to become creative and critical thinkers with the skills to positively contribute to a global community by:

- creating a culture for and of learning that is engaging and empowering.
- creating a community of reflective learners, and;
- building a reciprocal researched-informed educational community.

School context

Fairfield Public School officially opened in 1889 by Sir Henry Parkes. The school celebrated 125 years of education in 2014 with Her Excellency Professor Marie Bashir Governor of NSW.

The school community shares a commitment to provide excellence and equity for all. This is provided in a safe, stimulating environment with a focus on active participation and learning. The school motto “learning together” symbolises the co-operative partnerships and values of the school. The Fairfield community has a rich and varied cultural heritage, which is valued and celebrated.

The school currently has 590 students enrolled from K–6. Students come from diverse cultural and language backgrounds, with 95% from language backgrounds other than English. There are 48 languages represented within the school community with Arabic, Assyrian, Vietnamese, Bosnian and Tongan being the predominant groups. 41% of the school's enrolments are refugee students, many of whom have a background of torture, trauma and limited prior educational experiences. As a school community we are proud of our cultural diversity, which is reflected in all aspects of school organisation, planning and programming.

Major programs in the school have been funded through Gonski funding, including breakfast club, syllabus implementation, technology into authentic learning, Numeracy and Literacy support is provided K–2 through the Early Action For Success initiative, Gonski funding has enabled the school to provide support 3–6 with literacy and numeracy mentors.

The school has also been recognised for its EAL/D program as leaders in the area and the LAST program for its innovative approach to student learning.

The school teaching staff is a mix of highly experienced and early career teachers.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning Engaging students in learning for success.

Purpose

To empower the students with the skills, capabilities, knowledge, values and attitudes necessary to become responsible, life-long learners who take risks and meet the challenges of their present and future.

Overall summary of progress

The school continued to focus on improving literacy and numeracy results for all students and providing support to staff through professional learning and support. In 2016 two teachers were released to work as Literacy mentors in K–2 in a program entitled Literacy and Me. Mentors worked with K–2 staff every fortnight during learning and teaching meetings, analysing results and working with staff on programming and lesson delivery. There were significant shifts in teacher practice around modelled, guided and independent reading and writing practices, including L3 training for Kindergarten. Early Action for Success (EAFS) continued to support students and staff with two interventionists and an instructional leader, paid at Deputy Principal level. At the shoulder support in classrooms was provided by the interventionists and the instructional leader. Professional learning occurred during learning and teaching meetings on a fortnightly basis and supported staff in programming and analysis of data. Learning and teaching meetings were held on a fortnightly basis with a focus on student data driving the discussions. Staff 3–6 had access to learning and teaching meetings on a weekly basis with the assistant principal as mentor leading sessions. There was a significant shift in tracking student achievement, with a strong integration of student data to drive teaching and planning. The school trained a team of six staff around Positive Behaviour for Learning (PBL). The student leadership team was consulted on changing the school rules to core expectations and how the PBL matrix could be implemented into classrooms. The leadership team helped present the core expectations into each room with an emphasis on the new recognition system. Parent forums were run with parents around PBL and the changes for expectations and support for students in the shift to a PBL model. Students and staff were exposed to the new History and Geography syllabus documents in 2016. Training for staff occurred through a community of schools staff development day and twilight session with Carramar Public School. The syllabus documents have been implemented into practice across K–6 and are reflected in the schools reporting process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school ensures that 100% of staff are delivering and evaluating lessons and programs that provide students with challenging, creative and critical learning environments.	<ul style="list-style-type: none">1) Learning and Teaching meetings held with K–2 weekly with EAFS instructional leaders on Numeracy and Literacy.2) Shoulder to shoulder support provided in K–2 classes by EAFS interventionists and literacy mentors.3) Learning and Teaching meetings held with 3–6 staff led by Assistant Principals around school data, plan data and areas of action.4) STARS model implemented and supported through class size reduction and ongoing professional learning of new and existing staff.5) Identified students participated in wellbeing sessions to develop effective strategies to engage them in their learning.6) Professional learning in writing with Years 2 –6 with an external consultant to provide lessons that focus on more critical and creative elements in the writing process.7) Professional learning occurred around the History and Geography syllabus documents	<ul style="list-style-type: none">1) See Number 3 in socio-economic2) No cost3) See Number 8 in socio-economic4) No cost5) No cost6) See number 7 in socio-economic

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school ensures that 100% of staff are delivering and evaluating lessons and programs that provide students with challenging, creative and critical learning environments.	through Community of Schools twilight sessions and staff development days.	
The school ensures that 100% of K–6 staff are using PLAN, school and external data to drive teaching.	1) 100% K–2 staff enter PLAN data twice a term to identify individual student and class needs, facilitated through learning and teaching meetings and data conversations. 2) 100% of K–6 staff collected data on reading levels through the use of Fontas and Pinell kits.	1) \$ No cost 2) \$ No cost
The school ensures 100% of students surveyed about growth and attainment.	School data captured a control group of students from K–2 to measure growth against PLAN and NAPLAN. Students leadership team engaged in PBL forums around lesson content and what the core school expectations.	2) \$ No cost 3) No cost

Next Steps

- 1) Student data from Sentral collected, analysed and PBL processes adjusted according to need.
- 2) Expansion of EAFS program from 1.0 to 2.0 Instructional leaders and employment of mentors in literacy and numeracy 3–6
- 3) Learning and teaching meetings to continue in 2017 referencing PLAN data K–6 collected and analysed by staff and supported teaching discussions through learning and teaching meetings.
- 4) Class size reduction program to continue with training on trauma and updated research on refugee education.
- 5) Expansion of wellbeing program to employ AP Wellbeing and wellbeing teacher position continued.
- 6) Writing course continues with external consultant using lesson study model with an increased focus on assessment and strong delivery of lessons.
- 7) Review of syllabus implementation.

Strategic Direction 2

Staff Learning: Engaging staff in teaching for success

Purpose

To empower staff with the skills, capabilities, knowledge and mindsets necessary to become innovative, respectful and resourceful educators.

Overall summary of progress

During 2016 regular professional learning meetings occurred for all staff in the form of learning and teaching meetings, with a focus on literacy and numeracy practices in the school. Staff were involved in training sessions around specific data sets with a review and refinement of teaching practices through learning walks, lesson study and instructional rounds. Learning walks focused on substantive communication strategies used by the teachers, lesson study looked at writing practices and strategies and instructional rounds focussed on the problem of practice "What evidence is there that students are using feedback to drive improvement in learning." During the rounds process the school hosted 11 schools from 6 networks expanding the professional knowledge of the school through professional learning. Future directions were analysed and reported back to the staff and incorporated into the school's planning. Early Action for Success and Literacy and Me continued to provide support to staff with professional learning in data analysis, teaching and assessment practices. The school employed an Assistant Principal responsible for the development and support of English as an additional language and or dialect (EAL/D) and refugee programs. Staff training around refugees in my classroom occurred along with EAL/D Connect network meetings. The AP EAL/D led two research projects with foci on EAL/D pedagogy and EAL/D leadership. A third project entitled "Classrooms of Possibility" was run in conjunction with the University of Sydney with the relieving Assistant Principal and her Year 3 class. The findings of this research project will be presented to the whole staff in 2017. Three staff members including the AP EAL/D successfully submitted and presented 4 workshops at an International Conference in Western Australia in Term 1 representing the school and the New South Wales Department of Education. Leadership mentoring for aspiring and current leaders occurred termly with one to one mentoring with an external consultant Annette Udall. Participants chose their areas of need and drove the learning sessions with guidance from the mentor. Support through a community of schools approach allowed the mentor to team leaders up with other schools where necessary for guidance, support and professional learning. 20 staff are involved in the @CosLead Network which meets twice a term in various school settings. Professional learning occurs during the network meeting at the beginning of the session followed by participants focussing on their big picture and report on progress to team members in an open and sharing network structure. In 2016 the school had access to a temporary teacher mentor, 12 staff accessed support in preparing for accreditation, planning and issues relating to beginning teacher practice. 100% of feedback was very positive, with all participants feeling they were able to now successfully start their accreditation journey. Professional learning occurred for staff around Positive Behaviour for Learning, Non Violent Crisis Intervention and Learning Support team processes, with reviews of practice and implementation processes taking place throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff apply their learning and make refinements to learning and teaching practices.	1) Team of five trained in Curiosity and Powerful Learning. 2) EAFS and Literacy and Me addressed school needs, developed teacher knowledge of curriculum through a collaborative approach to professional learning. 3) Employment of AP EAL/D and mentoring of staff through team leaders and AP EAL/D 4) Professional learning goals developed by all staff.	1) See Number 2 in Community of schools 2) See Number 3 in Socio Economic 3) See Number 8 in Socio Economic 4) No cost
Increased number of staff working towards the level of accreditation at 'lead' and or 'highly accomplished'.	1) Deeper understanding for interested staff of the process and requirements to attain highly accomplished or lead level. Nineteen staff engaged in leadership mentoring	1) See Number 12 in socio-economic

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of staff working towards the level of accreditation at 'lead' and or 'highly accomplished'.	with external consultant and network meetings. Opportunity for staff to be involved in university research, presentations and conference attendance.	

Next Steps

- 1) Implementation of Curiosity and Powerful Learning in a strategic manner to allow teachers to be more strategic and consistent in refining and applying teacher practices.
- 2) Expanded EAFS from 1.0 to 2.0 with a remodelling of the EAFS process to consider the professional learning needs of staff and the EAFS team.
- 3) Change of model to non-executive mentors to allow more flexibility within the program, to make the program more timely and responsive to needs.
- 4) Professional learning plan developed through a stronger reflection of the school goals.

Strategic Direction 3

Community Learning: Engaging the school community in learning for success.

Purpose

To build collaborative and inclusive communities that enhance relationships and learning.

Overall summary of progress

Professional learning and support for school leadership development occurred throughout 2016 in the form of the Systems Leadership Grant, in a Community of Schools approach, with six other schools both and out of the Fairfield Network. The \$40,000 project allowed the schools to continue their instructional rounds development and provide support to each other in the identified areas of need through the problems of practice. Each school hosted a rounds process including research readings, professional learning, analysis of practice and setting areas of future direction and support. The instructional rounds process at Fairfield Public School in Term 3 showed the COS group had expanded beyond the Ultimo Operational Directorate, increasing from the initial 6 schools to 15 schools across 6 school networks. The Systems Leadership grant allowed the schools to develop a true sense of community learning beyond the confines of school borders.

During 2016 the school continued to develop stronger partnerships with parents throughout the year. Tracking of community participation showed increasing number of parents participating in a variety of events from parent coffee club with the P&C on a weekly basis, to nutrition classes and 3 Way Goal setting meetings. At the beginning of 2016 27% of parents attended the Meet the Parent Meetings, this meeting allows staff to meet parents and to discuss class programs and grade goals for the year. Participation in this annual event has been declining over recent years; Kindergarten Year 2 an Year had the highest rate of participation with 41%. 3-Way goal setting meetings were introduced in Semester 1 for the first time. Parents, students and staff were asked to discuss individual goals for students in the areas of literacy, numeracy and social skills. Participation at this inaugural event was very high with 64% of parents attending. Kindergarten, Year 1 and Year 2 had the highest participation with an average of 76%. Year 6 parent participation grew from 6% at Meet the Parent Meetings to 56%. 3-Way goal setting parent participation continued to grow across the school in Semester 2 with 69% of parents attending the annual review with a focus on 2016 achievement. All grades reported an increase of parent participation except Year 2 and Year 6 with a decrease in numbers by 8%. Nutrition, 123 Magic and other support programs occurred during 2016 in conjunction with the Community Liaison Officers, numbers of participants and success of the CLO program was reviewed in 2016, Term 4 with the decision to refocus the support into other areas of the school and discontinue the CLO program in 2017.

Parent forums occurred during 2016 around Positive Behaviour for Learning with over 36 parents attending sessions both in English and Arabic. Parent feedback around school reforms in regards to the positive nature of the PBL process was very positive, with consequential discussions around assessment and reporting processes including the full deployment of the See-Saw app for reporting of student achievement and progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<i>We will inspire, support and improve learning through:</i> 1. 100% of staff professional learning being applied to maintain and develop a climate of continuous learning.	1) CosLead network meetings developed from 6 schools to 15 with an increase in attendance and training of staff attending instructional rounds. 2) 90% of staff involved in learning walks around substantive communication.	1) \$ See number 12 in socio-economic
<i>We will inspire, support and improve learning through:</i> 50% growth in parent participation & access to external providers.	3) Parent training occurred to provide in-class support of occupational therapy program. 4) Parent forums on PBL occurred in term 3 5) Introduction of 3 Way goal settings. 6) Targetted interventions for parents in nutrition programs and welcome morning teas.	3) No cost 4) Nos cost 5) No cost 6) See number 11 in socio-economic

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<i>We will inspire, support and improve learning through:</i> 50% growth in parent participation & access to external providers.	7) Trialling of See Saw app for assessment and reporting.	7) No cost

Next Steps

- 1) Continue @Coslead, evaluate and realignment of process and goals for individual and school teams.
- 2) Strategic embedding of practices through CAPL to drive teaching and learning practices. Further develop practices throughout the school and across a Community of Schools.
- 3) PATCH program to occur in 2017
- 4) Parent forums expanded around language acquisition, homework and assessment and reporting.
- 5) Expand 3 Way Goal setting to termly.
- 7) Review of reporting process, purchase iPads as part of the expansion of assessment and reporting procedures.
- 8) Employ an AP Wellbeing to increase access to external provide and parent participation.
- 9) Evaluate the CLO and SACC programs and bring into alignment with current school practices.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students had an Individual Education Plan developed in conjunction with their parents/caregivers. Adjustments made with parents through the 3 Way Goal setting meeting process in Terms 1 and 4 in addition to learning and support team meetings throughout the year. It has been agreed that the 3 Way Goal setting needs to be every term.	\$1788.72 used to provide support in classrooms and time for staff to write plans and meet with parents. Funding was combined with Low level adjustment money to increase flexibility of the program. • Aboriginal background loading (\$1 788.72)
English language proficiency	<p>Additional, specific staff employed and resources purchased to provide targeted, intensive explicit instruction, driven by data to more effectively support student English language learning. (Strategic Direction One)</p> <p>EAL/D Evaluation Framework, analysed to evaluate and inform practices across the school in supporting English language learning.</p> <p>Professional learning delivered to staff and embedded in classrooms on current research of language learning needs of EAL/D students and effective EAL/D pedagogy. School Learning Specialist Team trained in the Teaching English Language Learners registered course. Four teachers of newly arrived students participated in the Leadership in EAL/D Education Project. Teachers carried out an action research project on developing newly arrived students' talking, thinking and writing, developed a Class Movie and presented their projects at an EAL/D Connect meeting with over 260 participants. (Strategic Direction Two)</p> <p>Teachers regularly reflect upon and refine practice and participate in professional learning on meeting needs of EAL/D learners through in school professional learning, EAL/D Connect meetings and broader networks such as ATESOL. Three teachers presented at the International ACALACTA Conference in Perth about Leading EAL/D Education at Fairfield Public School. (Strategic Direction Three).</p> <p>These teachers also presented at a TESOL seminar in term four, 2016. Three teachers from Fairfield PS are part of committee which organises EAL/D Connect professional learning meetings. These highly evaluated sessions have been delivered by academics and expert practitioners in the field of EAL/D education.</p> <p>Contribution to the organisation of the and presentation of Fairfield/ Liverpool Refugee Conference, with sessions one and two planned and presented by Fairfield PS.</p> <p>Fairfield PS works closely with</p>	<p>\$ 13,550 Flexible funding used to provide</p> <p>• English language proficiency (\$13 550.80)</p>

English language proficiency	<p>MercyConnect. Volunteers provide tutoring in literacy and numeracy for four hours per week.</p> <p>St Vincent De Paul Assisting Refugee Kids (SPARKS) program supporting refugee kids through weekly tutoring in literacy and social skills.</p>	<p>\$ 13,550 Flexible funding used to provide</p> <ul style="list-style-type: none"> English language proficiency (\$13 550.80)
Low level adjustment for disability	<p>1) School Learning Support Officers (SLSO) were employed by the school to support students who were identified by the learning support team as requiring support in classrooms. SLSO were also employed through bilingual funding not given to the school and</p> <p>2) 2.4 SLSOs employed low-level adjustment for disability.</p>	<p>1) \$96,380 flexible funding was spent.</p> <p>2) Low level adjustment for disability (\$96 380.00)</p>
Quality Teaching, Successful Students (QTSS)	<p>Teachers were supported throughout 2016 by participating in mentoring sessions in the afternoons, with Assistant Principals, instructional leaders and EAFS interventionists. The QTSS funding supplemented the time that staff were able to access in Semester 2.</p>	<p>0.4 or two days per week entitlement was used from Term 3 and 4.</p>
Socio-economic background	<p>1) Three additional teachers were employed to support the STARS model in the school.</p> <p>2) 3 Interactive whiteboards were purchased to update classroom technology.</p> <p>3) Additional K-2 mentors Literacy and Me APs employed, identified trends of need in literacy through plan data, ongoing PLAN data collection. Identified students were targeted with intervention, ongoing data collection & analysis and staff provided with additional professional learning.</p> <p>4) Additional literacy resources purchased to support the implementation of L3 in Kindergarten.</p> <p>5) Positive Behaviour for Learning (PBL) training begun for team, staff and review of processes at the school undertaken with parents, staff and students.</p> <p>6) John Callow Training with whole school.</p> <p>7) Writing course 3-6 with external consultant and release.</p> <p>8) AP EAL/d & Refugee employed to coordinate programs, evaluate the schools strategic directions for the increasing number of refugee students into the school.</p> <p>9) Best Practice:- staff presented at the International ACALACTA Conference in Western Australia, representing the school and the Department of Education.</p> <p>10) Breakfast club</p>	<p>1) \$240,000</p> <p>2) 21,000</p> <p>3) \$335,000.00</p> <p>4) 40,000</p> <p>5) 5,000</p> <p>6) 1600</p> <p>7) 53,000</p> <p>8) 130,000</p> <p>9) \$5900</p> <p>10) \$10,000</p> <p>11) 91,380</p> <p>12) \$30,000</p>

Socio-economic background	<p>11) Employ School Learning Support Officers</p> <p>12) External leadership consultant & support for Instructional Rounds and BCQCOS.</p>	<p>1) \$240,000</p> <p>2) 21,000</p> <p>3) \$335,000.00</p> <p>4) 40,000</p> <p>5) 5,000</p> <p>6) 1600</p> <p>7) 53,000</p> <p>8) 130,000</p> <p>9) \$5900</p> <p>10) \$10,000</p> <p>11) 91,380</p> <p>12) \$30,000</p>
Support for beginning teachers	<p>1) Beginning Teachers were supported through Learning and Teaching meetings, Classroom walks, lesson study model, additional planning time with mentors and professional learning in grammar, teaching refugee students, numeracy and effective literacy practices.</p>	<p>\$ 16000</p> <p>• Support for beginning teachers (\$0.00)</p>
Targeted student support for refugees and new arrivals	<p>Additional staff employed and resources provided to specifically support the settlement, learning and wellbeing needs of refugee students. (Strategic Direction One)</p> <p>Professional learning delivered to staff on welfare and learning needs of refugee students and explicit and effective pedagogy to support those needs is evident in classrooms. (Strategic Direction 2)</p> <p>Refugee Network established by Fairfield Public School in Term Three 2016. This network provides professional learning, information sessions and opportunities to network with key agencies working with refugee students.</p> <p>Fairfield PS made a significant contribution to the organisation of and presentation at Fairfield Liverpool Refugee Conference, with sessions one and two planned and presented by Fairfield Public School.</p> <p>Fairfield Public School works closely with Mercy Connect . Volunteers provide tutoring in literacy and numeracy for four hours per week.</p>	<p>Refugee Student Support \$80,299</p> <p>• Targeted student support for refugees and new arrivals (\$100 000.00)</p>
Community of Schools	<p>1) Systems Leadership Grant Building Capacity and Quality through Community of Schools (BCQCOS) Instructional Rounds continued to support evaluative thinking in the school as to the professional learning requirements of staff in the areas of feedback</p>	<p>1) 7,500</p> <p>2) 10,000</p> <p>3) 25,000</p>

Community of Schools	<p>and substantive communication.. Each school posted its feedback and learning and resources onto a shared BCQCOS website to support each schools involvement.</p> <p>2) EALD connect professional learning attendance and support.</p> <p>3) Curiosity and Powerful Learning training with Professor David Hopkins through a new community of schools partnership with 4 schools in the Fairfield Network. including paying for Lansvale East Public School to participate.</p>	<p>1) 7,500</p> <p>2) 10,000</p> <p>3) 25,000</p>
-----------------------------	---	---

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	326	343	315	283
Girls	288	296	300	277

Enrolments at the beginning of 2016 dropped to a record low of 560 students at the beginning of the year. By the end of 2016 school enrolment sat above 600 students. Enrolments continued to fluctuate throughout the year with new arrivals and transfers in and out of the school. The school expects to have an increase in student enrolments at the beginning of the year with an increase in newly arrived or refugee students.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.2	90.9	91.6	92.7
1	90.2	89.7	90.5	93
2	91.5	94.1	91.9	93
3	90.4	94.7	93.5	92
4	91	92.3	95	92.9
5	92.1	93.6	92.7	92.9
6	92.2	93.2	93.6	92.3
All Years	90.9	92.5	92.6	92.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The school monitors all attendance on an ongoing and regular basis. Meetings are held with the Deputy Principal and the School Liaison Officer to monitor attendance of students flagged as a concern. The school average attendance rates is 1.3% below the average attendance rate of the state.

Class sizes

Class	Total
KT	17
KP	17
KD	17
KC	17
1C	17
1V	19
1T	17
1L	16
2C	21
2T	20
2S	19
2M	21
2D	20
3H	22
3T	23
3K	23
4H	20
4A	19
4Z	20
4P	21
5V	12
5P	21
5N	18
5Y	19
6H	23
6C	23
6A	11
6W	24

Structure of classes

Classes have been held low using equity funding to ensure the effective implementation of the STARS model. This ensures that teachers are able to create classrooms where students are **Safe, Trust** and **Attachment** is fostered, mutual **Respect** is evident and **Skills** are developed.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.38
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
Teacher of ESL	4.6
School Counsellor	1
School Administration & Support Staff	3.96
Other Positions	1

*Full Time Equivalent

The school does not have any Aboriginal staff.

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	58

Professional learning and teacher accreditation

46 staff responded to the annual survey on accreditation and professional learning. 32.6% were pre-2004 status teachers, 34.8% of respondents were accredited or working towards, 32.6% were maintaining, 15.2% were thinking of seeking Higher Accomplished Teacher status and 4.3% of respondents were thinking of seeking Lead status.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

The school does not ask the community for voluntary school contributions. Due to increasing numbers of students in refugee detention the school's money continues to replace itself. Funding is planned to the dollar at the end of every year for the beginning of the following year. The reason for the school having larger levels of rollover funds at the end of 2016 has been discussed with the director throughout the year.

Plans have been put in place to rectify this from occurring again.

Income	\$
Balance brought forward	1 578 071.52
Global funds	392 646.07
Tied funds	1 627 518.82
School & community sources	84 250.56
Interest	21 253.14
Trust receipts	15 650.76
Canteen	0.00
Total income	3 719 390.87
Expenditure	
Teaching & learning	
Key learning areas	19 552.19
Excursions	20 304.28
Extracurricular dissections	54 484.73
Library	0.00
Training & development	13 421.86
Tied funds	1 562 417.77
Short term relief	88 903.77
Administration & office	95 494.75
School-operated canteen	0.00
Utilities	59 168.93
Maintenance	282 091.93
Trust accounts	15 728.71
Capital programs	60 000.00
Total expenditure	2 271 568.92
Balance carried forward	1 447 821.95

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 670 409.89
(2a) Appropriation	1 631 899.38
(2b) Sale of Goods and Services	4 913.66
(2c) Grants and Contributions	32 610.60
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	986.25
Expenses	-724 311.98
Recurrent Expenses	-724 311.98
(3a) Employee Related	-572 176.78
(3b) Operating Expenses	-152 135.20
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	946 097.91
Balance Carried Forward	946 097.91

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

The information provided in the financial summary includes reporting from 1 December 2015 to 1 September 2016 in preparation for roll over to SAP.

	2016 Actual (\$)
Base Total	3 518 383.65
Base Per Capita	33 064.15
Base Location	0.00
Other Base	3 485 319.50
Equity Total	1 821 372.45
Equity Aboriginal	1 788.71
Equity Socio economic	975 102.59
Equity Language	482 846.85
Equity Disability	361 634.29
Targeted Total	91 029.34
Other Total	545 328.28
Grand Total	5 976 113.71

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

School-based assessment

Early Action for Success

As part of the Early Action for Success Initiative data is tracked using PLAN software. In 2016 Fairfield Public School was a targetted Numeracy school. Teachers were provided support through the Instructional Leader and two interventionists. Professional learning was provided on a weekly basis through Learning and Teaching meetings, lesson study and in-class support for students and staff.

Whilst Literacy was not the primary foci of EAFS in 2016, PLAN data was tracked and Literacy Mentors used this data to support professional learning in the same manner as EAFS and set directions for 2017, Literacy EAFS data is not presented in this report.

PLAN data indicated growth and development throughout the year with the following data.

Numeracy Kindergarten

At the beginning of 2016, 100% of Early Stage One students were working towards achieving Early Stage 1 outcomes in Forward Number Word Sequence.

At the end of 2016, 43% of Early Stage One students were working beyond Early Stage 1 outcomes in Forward Number Word Sequence.

At the beginning of 2016, 96% of Early Stage One students were working towards achieving Early Stage 1 outcomes in Numeral Identification and 4% were working beyond Early Stage One.

At the end of 2016, 49% of Early Stage One students were working beyond Early Stage 1 outcomes in Numeral Identification an increase of 45% over the year.

At the beginning of 2016, 100% of Early Stage One students were working towards achieving Early Stage 1 outcomes in Backward Number Word Sequence.

At the end of 2016, 58% of Early Stage One students were working towards achieving Early Stage 1 outcomes in Backward Number Word Sequence and 40% had achieved Early Stage One outcome and 2% of ES1 were working beyond outcome.

At the beginning of 2016, 93% of Early Stage One students were working towards achieving Early Stage 1 outcomes in Early Arithmetical Strategies and 6% had achieved and 1% was working beyond Early Stage One.

At the end of 2016, 78% of Early Stage One students had achieved Early Stage 1 outcomes in Early Arithmetical Strategies an increase of 72% and 20% of ES1 students were working beyond outcomes.

Numeracy Year One

At the beginning of 2016, 46% of Year One students were working towards achieving Early Stage One outcomes in Forward Number Word Sequence and 54% were working within Stage One outcomes.

At the end of 2016, 20% of Year One students were working towards Early Stage One outcomes in Forward Number Word Sequence and 80% were working within Stage One outcomes.

At the beginning of 2016, 39% of Year One students were working towards achieving Early Stage One outcomes in Numeral Identification, 51% of Year One were working within outcome and 10% were working beyond Stage One outcome.

At the end of 2016, 19% of Year One students were working towards Early Stage 1 outcomes in Numeral Identification, 80% were working within outcome an increase of 29% and 1% were working beyond outcome.

At the beginning of 2016, 88% of Year One students were working towards achieving Early Stage 1 outcomes in Backward Number Word Sequence, 12% were working within Stage Outcome.

At the end of 2016, 44% of Year One students were working towards achieving Early Stage 1 outcomes in Backward Number Word Sequence a decrease of 50%, 53% were working within Stage outcome and 3% were working beyond stage outcomes.

At the beginning of 2016, 96% of Year One students were working towards achieving Early Stage 1 outcomes in Early Arithmetical Strategies and 4% were working within Stage One outcomes.

At the end of 2016, 51% of Year One students had achieved Early Stage 1 outcomes in Early Arithmetical Strategies a decrease of 45% and 50% of Year One students were working within stage outcomes.

Numeracy Year Two

At the beginning of 2016, 16% of Year Two students were working towards achieving Early Stage One outcomes in Forward Number Word Sequence, 37% were working at stage outcome and 47% were working at or beyond Stage One outcomes.

At the end of 2016, 16% of Year Two students were working towards Early Stage One outcomes in Forward Number Word Sequence 19% were working at stage outcome and 65% were working at or beyond Stage One outcomes.

At the beginning of 2016, 9% of Year Two students were working towards achieving Early Stage One outcomes in Numeral Identification, 25% were working within Stage One outcome, 50% achieved stage outcome and 16% were working at or beyond Stage One outcome.

At the end of 2016, 12% of Year Two students were

working towards Early Stage One outcomes in Numeral Identification, 14% were working within Stage One outcome, 25% achieved stage outcome and 48% were working at or beyond Stage One outcome an increase of 32%.

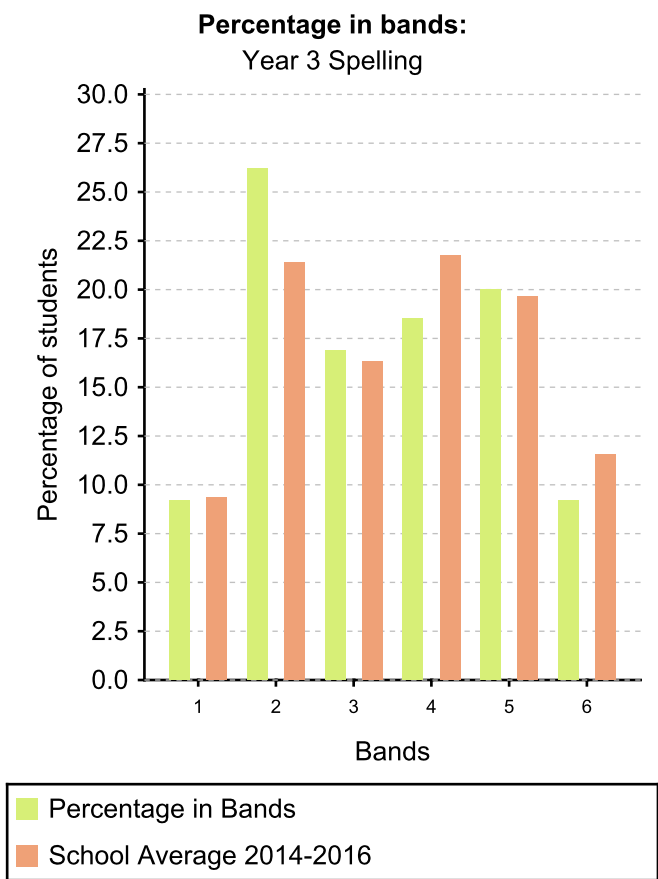
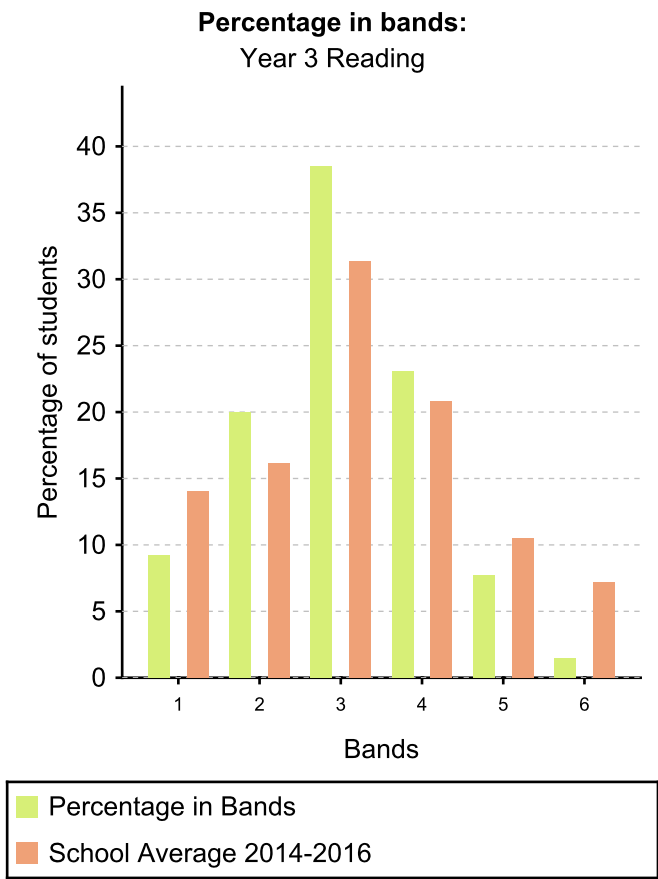
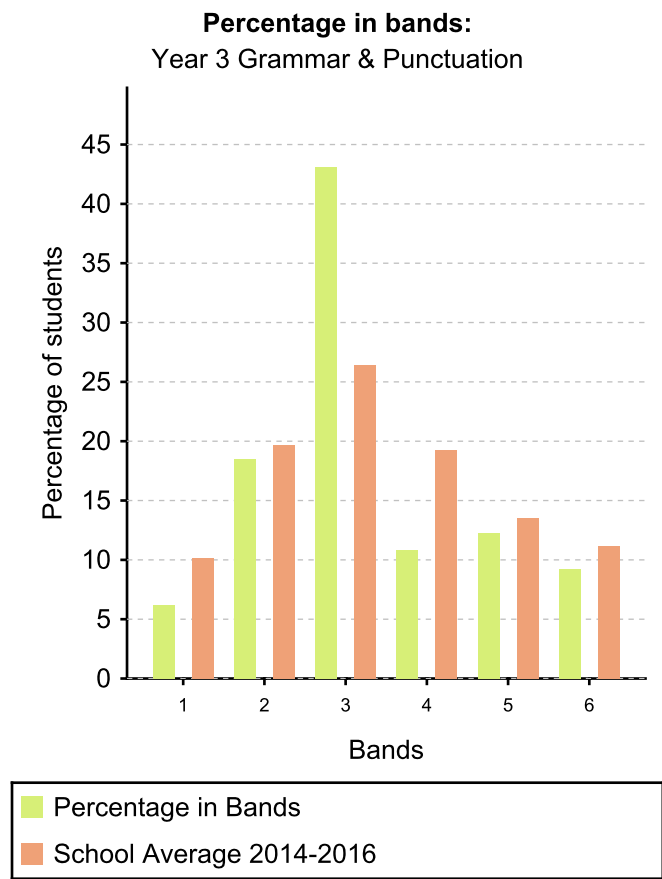
At the beginning of 2016, 33% of Year Two students were working towards achieving Early Stage One outcomes in Backward Number Word Sequence, 30% were working within stage outcome and 37% were working at or beyond.

At the end of 2016, 24% of Year Two students were working towards achieving Early Stage One outcomes in Backward Number Word Sequence, 25% were working within stage outcome and 51% were working at or beyond stage outcomes and increase of 14%.

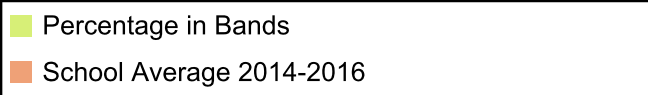
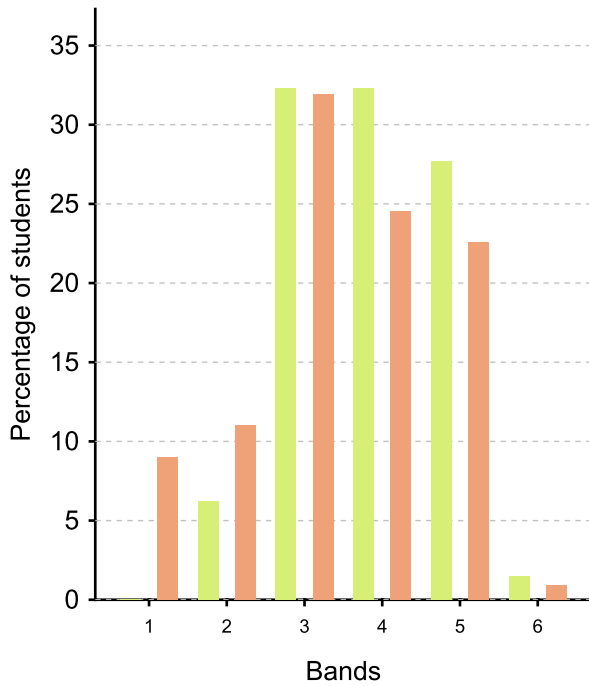
At the beginning of 2016, 34% of Year Two students were working towards achieving Early Stage 1 outcomes in Early Arithmetical Strategies, 61% were working towards outcomes and 5% were working at or beyond stage one outcomes.

At the end of 2016, 18% of Year Two students had achieved Early Stage One outcomes in Early Arithmetical Strategies a decrease of 16%, 61% of Year Two students were working towards stage outcomes and 21% of students were at or beyond stage one an increase of 16%.

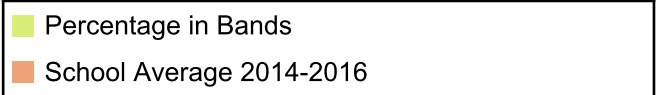
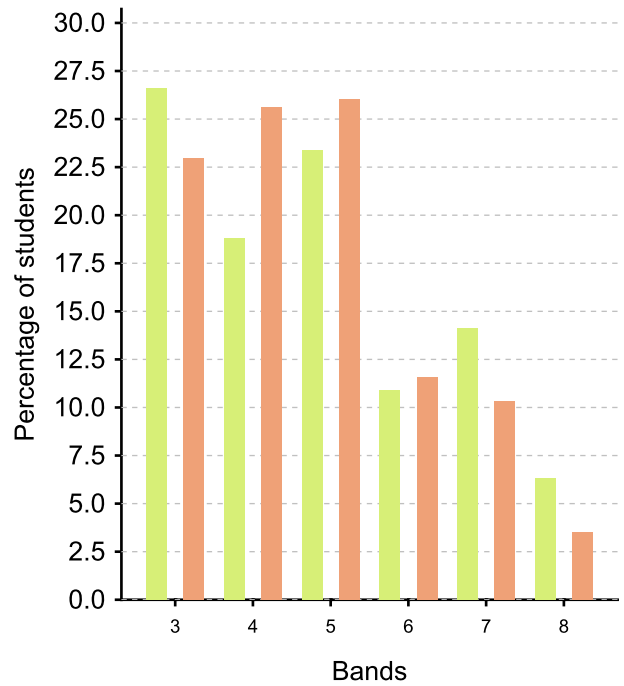
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



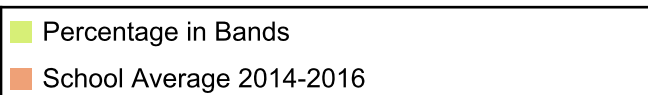
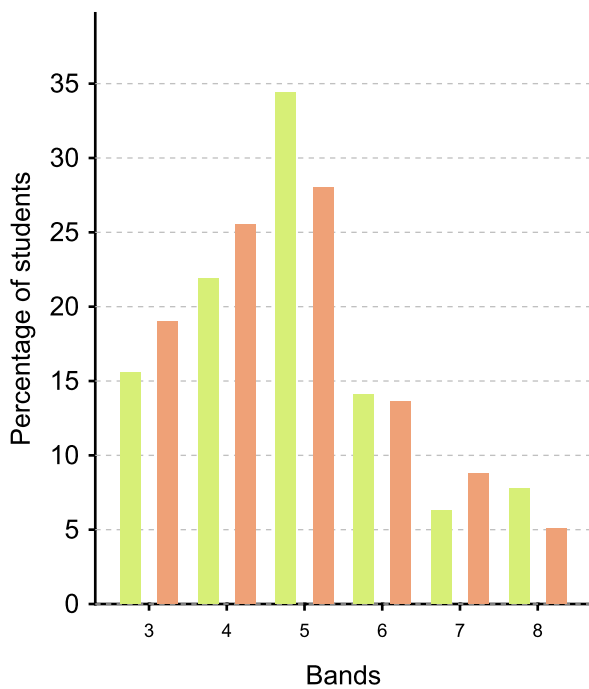
Percentage in bands:
Year 3 Writing



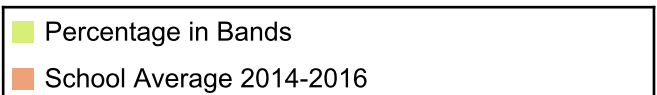
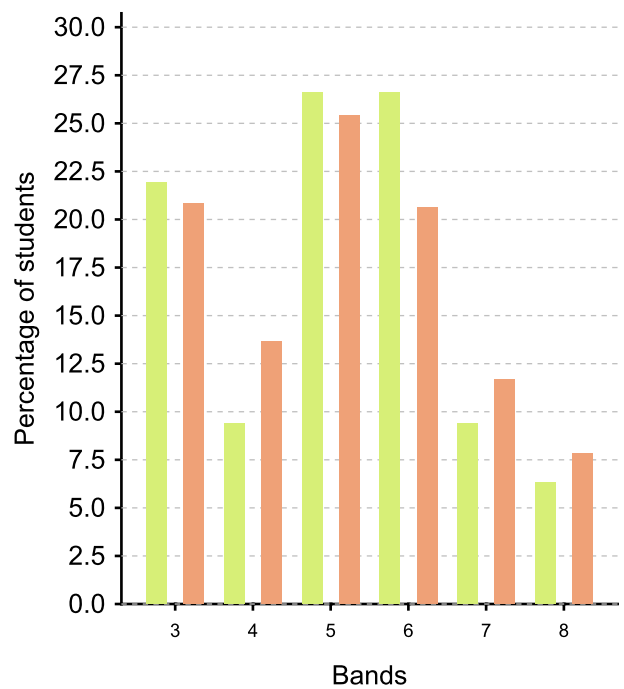
Percentage in bands:
Year 5 Reading



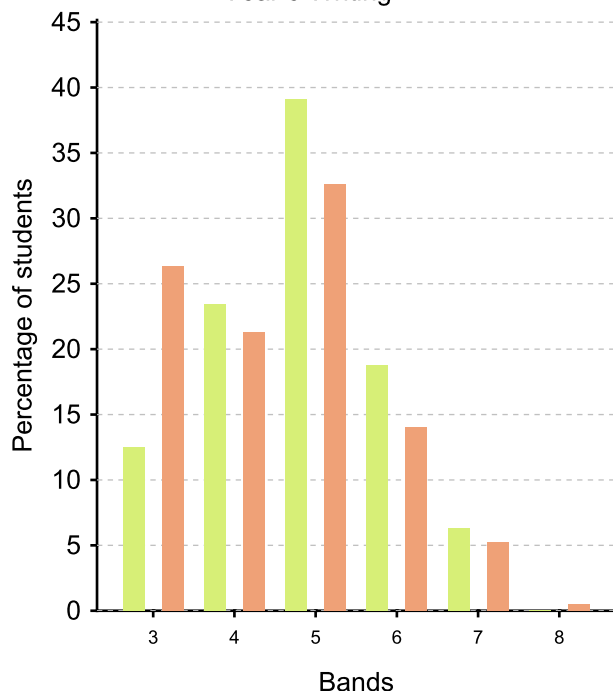
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

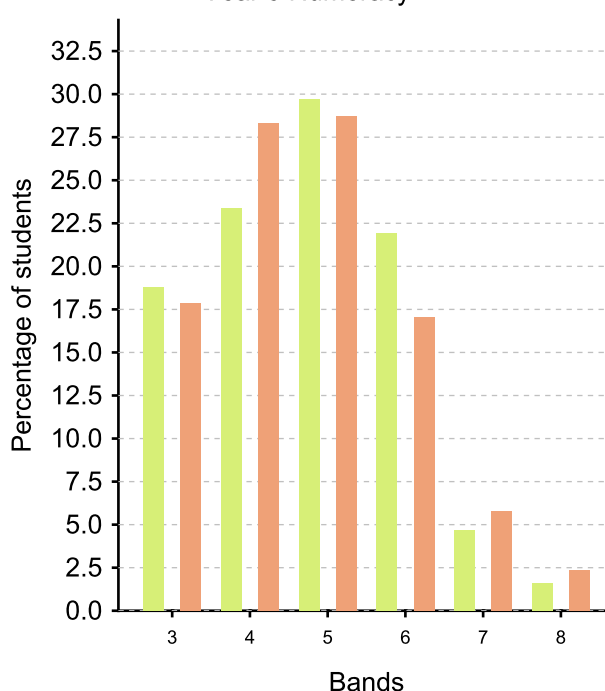


Percentage in bands:
Year 5 Writing



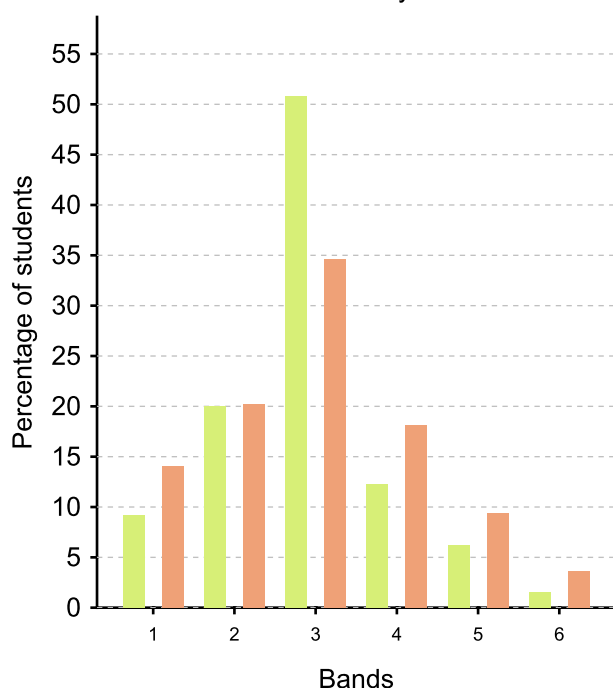
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. For further information regarding the results of the school please click on the Myschool Website link <http://www.myschool.edu.au> and insert **Fairfield Public School** in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Positive Behaviour for Learning (PBL) 2016 Report.

Positive Behaviour for Learning, is an evidence-based school systems approach that aims to reward positive behaviour and support all children to be successful through explicit social skills lessons and consistent language and approach by staff.

At the start of 2016 expressions of interest were sent out to all staff to form a team, to evaluate the operation of the existing school rules and 'Q' based reward system. Feedback from students and staff identified that there was no definitive list of school rules (over 20 were identified) and that parents, children and staff found the existing 'Q' reward system hard to follow and track.

In term 1 the PBL team of staff with a broad range of expertise was formed. The team attended intensive state professional learning over 3 days. The team met every two weeks during 2016 as well as leading 15+ hours of staff meetings where they led staff through professional learning about theory and design of a new behaviour system for the school. At its core were the

new three core values: at Fairfield Public School we are safe, respectful and responsible learners. This will assist staff to deliver consistent responses to student learning and behaviour.

Staff then worked collaboratively to create a matrix listing desired behaviors for all key areas of the school such as playgrounds, grass area, toilets, excursions. Based on these key behaviours staff then worked in small groups to explicitly plan lessons that will be used to teach expectations in 2017. A scope and sequence was created, and staff agreed to teach these lessons weekly to build student competency. Negative behaviours occurring in school, currently recorded on Sental were analysed and a second consequence and solution matrix was created. This matrix lists student actions categorised as minor, major and severe, with examples and agreed school based consequences. From this, the team developed signage for each external playground area listing expected behaviors.

As part of a wider consultation the SRC surveyed all students K–6 classes about how they felt in the playground. This was reported back to the principal, executive and parents. They also worked to establish if new core values could be understood clearly and what they would look like in practice. They felt they were easier than the many existing rules. Students were involved in a mascot design competition, over 500 entries were received from which 4 winners were chosen and 3 mascots created one representing each core value.

The PBL team undertook parent consultation through surveys and workshops around the acknowledgement systems and new "PLB awards", over 150 parents attended to provide feedback. PBL merits will be taken home by children to show their parents and parents invited to see the gold and blue certificates awarded at assemblies. Regular updates about progress across the year was provided to the community through the schools Smore newsletter.

Staff agreed to a soft launch of the Core Values and PBL system in term 1 2017, with a launch day in week 3. This will include a launch assembly, sausage sizzle, and creating of a community artwork. Students will receive coloured pencils and stickers branded with the schools core values. PBL merits and awards and badges will be designed for distribution after the 2017 launch. Staff agreed to record any playground issues on a new orange tracking slip, which the PBL team will collate. At the start of 2017 all staff will be issued with the new matrixes, core values posters, weekly PBL merits will be provided.

Policy requirements

Aboriginal education

Aboriginal students have an individual education plan that is discussed with parents formally and then as part of the 3–Way Goal setting process. Teacher, students and parents set goals with parents/caregivers for the next semester and discuss progress or concerns. The school is investigating the possibility of being involved

in the Stronger Smarter Program to improve Aboriginal Education outcomes in 2017.

Multicultural and anti-racism education

Multicultural Education was celebrated through Harmony Day and Refugee Week. 98% of the school's population is non–English background and approximately 38% of the school in 2016 is from an immediate refugee background. Multicultural education was celebrated through Refugee Week with the launch of an e–book entitled Roads to Refuge to support schools who are receiving refugees for the first time and to celebrate the learning from students in a real world form. The book is updated with new resources and links.

<https://itunes.apple.com/au/book/stories–of–courage–a>

Other school programs

Schools As Community Centre

The Schools as Community Centres, (SaCC) Annual Report Data collected shows the following for Fairfield Public School (SaCC). 135 families with children aged 0–8 years regularly participated in SaCC project initiatives. 131 parents or carers regularly participated in SaCC project initiatives. 119 children aged up to 8 years regularly participated in SaCC project initiatives. 70 children less than 3 years of age regularly participated in SaCC project initiatives. 44 children 3 years to school age regularly participated in SaCC project initiatives. 4 children aged up to 5 years with additional needs regularly participated in SaCC project initiatives. 14 community members without young children who participated in initiatives delivered by SaCC project. 22 initiatives were implemented by SaCC.

Initiatives covering areas of: Transition to school, Early literacy, Playgroups with Parenting Workshops, Child health, Adult health 15 SaCC partnerships with human services agencies. Including: NSW Health, Community Services, Housing NSW, Ageing, Disability and Home Care (ADHC), Department of Education (DOE), Local Government and Non Government agencies.

0 families identified as Aboriginal and Torres Strait Islander (ATSI) 134 families identified as Culturally and Linguistically Diverse (CALD). 118 children identified as Culturally and Linguistically Diverse (CALD). 0 regular families where the parent / carer is less than 25 years old. 70 regular children less than 3 years of age participated in SaCC initiatives and did not access formal children's services programs. 35 regular children less than 3 years to school age participated in SaCC initiatives did not access formal children's services programs.