

# Fairy Meadow Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Fairy Meadow Demonstration 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.

Paul Brightwell

Principal

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### Message from the Principal

In 2016 I was excited to be appointed the new Principal of Fairy Meadow Demonstration School (FMDS) after being Principal of Figtree Public School for the past 8 years. 2016 was a year of dynamic change at Fairy Meadow Demonstration School. The dedicated and highly professional staff, strongly supported by caring, interested parents and their amazing children, initiated many changes across a wide range of school programs to make a great school even better.

Staff initiated, investigated and implemented a wide range of new strategies to promote the merits of FMDS to our local school community. These were designed to enhance the school's profile, reputation and increase enrolments. New strategies included a Preschool Parent Booklet, Kindergarten Parent Booklet, School Booklet, Facebook Page, Preschool Fence Sign, colourful fence and pop-up banners with students' smiling faces and school photos. A regular weekly school newsletter was initiated online via the redesigned school website and SkoolBag phone app. A small number of paper copies were also provided in the school foyer. An extended, highly personal and informative 2017 Kinder Transition and Orientation Program was planned in Terms 1 and 2 and facilitated in Terms 3 and 4. New 2017 Kinders and parents were warmly invited to be part of several orientation sessions during the morning session. A very relaxed and informative parent information evening was held and addressed by staff, P&C and our four impressive 2016 School Leaders who had all been at FMDS since Kindergarten. The outstanding success of these new initiatives to promote FMDS can be measured by the 2017 Kindergarten enrolment of 52 compared to 31 in 2016. At the start of 2016, FMDS was looking to lose one teacher. At the start of 2017, we were close to gaining a new teacher. The school population grew from 369 in 2015, to 374 in 2016, to 423 in 2017. We hope this trend continues in 2018 and beyond. Fun school and parent events included our amazingly successful first ever Easter Hat Parade and Grandparents Day, together with our Cross Country, Colour Fun Run, PSSA Sports, assemblies all of which saw children, parents, grandparents and friends enjoy these special FMDS times. School systems and procedures also changed with the school day learning sessions built around a 2 hour learning period, changes and additions to the school uniform which included a stronger focus on full uniform and black school shoes, winter hoodie and investigating new school headware. Increased attention was given to the appearance of the school lawns, gardens, the commencement of a Sensory Garden at the front of the school, new drainage to keep the COLA dry, new K-2 sun shade in bright school yellow and a school external re-paint. Being one of only four demonstration schools in New South Wales, FMDS continued its strong partnership with the University of Wollongong. Hundreds of preservice student teachers visited all the classrooms of FMDS and a new "EMPATH" initiative was undertaken. FMDS not only provides quality teaching and learning to its students, but also to the next generation of teachers.

I am so proud of the dedication, hard working staff, willing to embrace change with so many new ideas and programs, achieved in only one school year, in addition to everything they do already in their busy, quality classrooms. A dynamic platform for change and improvement has been created as a strong foundation for future years. We look excitedly to 2017 and beyond to build upon and consolidate the innovation, creativity, hard work and dynamic programs and relationships established in 2016.

## School background

### School vision statement

The vision of Fairy Meadow Demonstration School is to deliver teaching excellence creating a high quality learning environment where every student is engaged and has the opportunity to become a successful learner. We support every student to become confident and creative individuals who will become active and informed citizens.

### School context

Fairy Meadow Demonstration School (FMDS) is situated in Illawarra approximately 80km south of Sydney. The school is an active member of the Keira Community of Schools within the Wollongong North Network. FMDS has classes from preschool to Year 6 with a current enrolment of 374 students, 55% of which is boys. The school has a support unit of four classes (currently 51 students) meeting the learning needs of students with mild, moderate or severe intellectual disabilities. Although these students have their own classes they are otherwise integrated with mainstream students in learning opportunities including Student Representative Council, sport and performing arts, including choir and dance. The school enrolment includes: 32% of students with a non-English speaking background (including 8 refugees) and 4% of students with Aboriginal and Torres Strait Island background. The school has a strong teaching emphasis on the core subjects of English and Mathematics while delivering a wide variety of opportunities to students in a high quality learning environment for the school community. The school has a commitment to deliver high quality teaching, to challenge students, to deliver success in terms of student learning outcomes by engaging every student in every class and to build community partnerships. FMDS maintains strong partnerships with: the University of Wollongong delivering authentic learning opportunities for pre-service teachers within the school's classrooms, and the Illawarra Woodworkers Group where volunteers offer students, identified at risk of disengagement from learning, real opportunities to learn in woodwork classes one afternoon per week throughout the term.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

In the domain of **Learning**, our efforts have been primarily focused on the elements of **Learning Culture, Curriculum and Learning and Assessment and Reporting**. We have continued to develop a culture of learning and engagement at FMDS with all teachers involved in whole school professional learning, Stage team and School Plan Team reflection, feedback and learning. Staff have engaged with the Australian Curriculum in English, Mathematics, Science, History and Geography, developing new units of work and trialling them in classrooms. We have retained our focus on ensuring strong foundation skills in early intervention with Language, Literacy and Learning (L3) in Kinder and Year 1, strongly supported by Reading Recovery in Year 1. Our dynamic Learning Support Team is integral to the success and effectiveness of allocating additional support for identified children with learning and behaviour needs, and their teachers.

In the domain of **Teaching**, we have focused on **Effective Classroom Practice, Data Skills, Collaborative Practice**. All students K-6 are tracked and monitored closely on the Literacy and Numeracy Continuums and entered on PLaN. This has been achieved through the collaborative efforts of teachers focused upon understanding where their students are currently at, where they need to go next and how teachers will support students to reach their potential. K-2 students are strongly supported through L3 and a strong focus on early intervention with SLSO and SLAST support in the classroom.

In the domain of **Leading**, our major focus areas have been in **School Planning, Implementation and Reporting, School Resources and Management Practices and Processes**. The leadership team in 2016 was led by a newly appointed Principal who initiated, with the strong support of the staff, a wide range of changes to school systems and procedures in response to 2015 staff and parent survey results. All teachers have engaged with the Australian Teaching Standards, developed personal learning goals focused on the FMDS School Plan, and have received and given support to their colleagues through professional dialogue, sharing, collaboration and observations.

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

### Quality Teaching

#### Purpose

All teachers at Fairy Meadow Dem believe that quality teachers and teaching supported by strategic teacher professional learning has the greatest impact on improving student learning outcomes. At this school, all teachers are committed to identifying, understanding and implementing the most effective teaching methods with a high priority given to evidence based teaching strategies.

#### Overall summary of progress

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers individually and collaboratively build their capacity through goal setting that aligns with the Performance and Development Framework and the Australian Teaching Standards, to deliver quality teaching programs and learning experiences.	All teachers were trained and implemented Performance and Development Framework with individual Professional Development Plans. Classroom observations across K-6 provided a dynamic platform for collegial support and professional dialogue, reflection, feedback and sharing as integral role of PDPs and review.	Teacher Professional Learning \$4397.61
100% of class teaching and learning programs ensure reflection on the Quality Teaching Framework and includes school based initiatives.	Effective feedback and supervisor review informed self-reflection and self-evaluation of teaching and informed/supported/directed newly established forum groups.	Literacy & Numeracy \$9000
100% of students' progress is effectively monitored on the Literacy and Numeracy continuums.	Professional library section developed and Teacher/Faculty Folder on school server became a sharing storage of professional ideas, readings and resources to support all staff.	Teaching Resources \$6000
Teachers reflect on student performance, provide effective feedback and plan appropriate learning.	Stage literacy and numeracy groups and targeted groups established.	
	Year 1 Reading Recovery supporting Year 1 Reading, as well as Year 1 and Kinder L3.	
	Staff TPL focus/workshops on new History and Geography.	

#### Next Steps

PDPs to include samples of evidence to demonstrate achievement of goals.

Staff forum groups and Stage hub teams to support professional development and to continue as a platform for professional sharing and collegial support.

QT team to drive Data Plan and Curriculum Plan review/update with greater 'evidence of impact' focus.

Strengthening focus on PLaN and NAPLAN and support for moving middle bands to the top two Proficiency Bands (Premier's Priorities).

Strengthening focus on Aboriginal Education and support for Aboriginal students (Premier's Priorities).

Teaching programs to be reviewed, shared and documented more regularly to inform evidence, School Plan progress and include the Principal as part of Planning Days/Week reflection, feedback, planning.

## Strategic Direction 2

### Inclusive Learning

#### Purpose

High-level engagement, evidence driven quality teaching and learning programmes, opportunity and high expectations of success are critical to maximise the learning of every student in every classroom. This takes on great significance within a school, such as FMDS, where the learning must meet the needs of a wide range of students' cultural and socio-economic backgrounds and, the equally diverse range, of each student's level of support needs, whether within special education or mainstream classrooms. To learn is the right of each student at FMDS and each student must be engaged in relevant and meaningful learning experiences to maximise this learning in every classroom.

#### Overall summary of progress

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students reflect on assessment and reporting processes and feedback and can articulate their learning goals.	Active and responsive Learning Support Team strongly supporting identified students and their teachers strongly applauded, identified strength of the school.	Teacher Professional Learning \$3000
100% of student in every class shows progress in learning along the Literacy and Numeracy continuums.	Learning Support Team processes and responsibilities clearly communicated and very well received.	Literacy & Numeracy \$4,962.22
Individual reviews and early interventions to learning are in common practice when learning stalls.	New Kindergarten Transition and Orientation Program very successful with increased 2017 Kinder enrolments, integral part of new school welcoming, positive promotion to local community and school choice.	Teaching Resources \$2,675.70
100% of staff participate in professional learning sessions to effectively develop their knowledge and understanding of school based systems.	New flexible learning spaces established and popular with students. Strong PBL and Wellbeing focus in school creates safe and happy school. Highly successful Buddy System to support new Kinder and K-6 PD Groups program.	

#### Next Steps

Learning Support Team continues to strongly identify and support children with additional learning and behaviour needs.

Strengthening Aboriginal Education focus with the Aboriginal Education Team organising school incursions, excursions and external projects including yarnning circle, mural, bush tucker garden and preschool nature path. Sensory Garden to be finalised with continued funding.

Flexible learning spaces to be extended with additional furniture and resources aligned with analysis/evaluation of best pedagogical practices.

Evaluate and refine end of year handover processes for ILPs, PLPs, discussions around PLaN, HCPs, BSPs etc.

## Strategic Direction 3

### Engaged Community

#### Purpose

Fairy Meadow Dem supports a culture of high expectations and community engagement resulting in sustainable whole school–school improvement. The implementation of quality systems and processes, including better communication, will improve the engagement of all community stakeholders and promote real partnerships in education at this school.

#### Overall summary of progress

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Build greater consultative process to develop new student reports.</p> <p>Improving community input by 20%.</p> <p>90% of parents and carers attending Meet the Teacher evenings and improved parent engagement in curriculum workshops and focus groups.</p> <p>Improved contact and communication with 50% increase in parent and community access to the school website, Facebook page and Skoolbag app.</p> <p>100% of staff access to improved FMDS internal server for staff.</p> <p>Evident staff learning of relevant intercultural understanding undertaken.</p>	<p>Term 1 P&amp;C Garden Working Bee, Meet the Teacher BBQ and school based Term 1 Parent Information Meeting and 3 Way Interviews Meeting provide numerous and meaningful opportunities for school–home relations and partnerships.</p> <p>Attendance data collected for comparisons.</p> <p>New school promotion strategies to enhance school profile and increase enrolments.</p> <p>New Semester 1 &amp; 2 Reports trialled, surveyed for feedback – generally positively received.</p> <p>First time Easter Hat Parade and Grandparents Day great successes, huge attendance.</p>	<p>School Banners, Preschool Sign \$1200</p>

#### Next Steps

Review student report format with consideration given to general comment section and student photo as per parent and community feedback.

Analyse and act on new 2016 Preschool and Kinder Transition Parent Surveys and FMDS Covey Parent Survey.

Continue and consolidate successful new school promotion strategies into 2017 from 2016.

Evaluate K–2 Home Reader Program to strengthen school–home partnership to support the teaching and enjoyment of reading and learning.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Funds were used to provide additional learning support time using School Learning Support Officers (SLSO) to targeted students and to assist students to participate in a range of extra-curricular activities. A highly interactive and entertaining P-6 music workshop and an art/craft K-6 workshop were also highlights of the year with the workshopped painting being erected on the wall of the school hall, alongside a similar workshop artwork from 2015. School Learning and Support Teachers (SLAST) were directed through the Aboriginal Education Team. Funds were used for teacher release to attend professional learning in literacy and numeracy and to purchase a range of curriculum resources to support all students. Financial assistance was given to a number of Aboriginal students with school resources, excursions, school uniform and supporting 3 senior students' participation in the inaugural Aboriginal performance in Southern Stars. 2016 funding strongly supported the Aboriginal children to enjoy and achieve in learning and the fun of extra-curricula activities.</p>	\$9755
<b>English language proficiency</b>	<p>During 2016, FMDS continued to enrol a number of students from non-English speaking backgrounds. Some of these students were permanent residents residing in the local community, while others were temporary residents whose parent(s) were studying at UOW.</p> <p>Our English proficiency language funding was used to employ our EAL/D teacher (Mrs. Debbie Miller) for 3 days per week. She worked across K-6 teaching EAL/D students in small groups and in their classrooms.</p> <p>Our targeted student support funding for refugees and new arrivals was used to release the class teacher and EAL/D teacher for planning and accommodating the new arrival in the class program (1 day), as well as financial support to enable targeted students to participate in school excursions and the swimming scheme. Other funds were used to provide resources for the needs of targeted students in their classrooms.</p>	<p>Staffing betterment of 0.6</p> <p>Teaching Resources \$1,735</p>
<b>Low level adjustment for disability</b>	<p>Funding was supervised and monitored by the Learning Support Team to employ permanent and casual School Learning Support Officers (SLSO) to support mainstream children with learning and support needs.</p>	\$38,907
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>QTSS Funding employed an additional casual teacher position to support mentoring, coaching teachers in classroom learning and management. A strengthening focus on NAPLAN performance and alignment with the Professional Development Framework were</p>	Staffing betterment of 0.15.

<b>Quality Teaching, Successful Students (QTSS)</b>	also part of the QTSS model.	Staffing betterment of 0.15.
<b>Socio-economic background</b>	Funding employed additional School Learning Support Officers, supervised and monitored by the Learning Support Team. Funding also assisted students with uniforms, school materials, excursions and supported teachers with strategic planning release time to develop and program to better support the learning and behaviour needs of identified children.	\$30, 068.50
<b>Targeted student support for refugees and new arrivals</b>	At the beginning of Semester 2 a new arrival student from China enrolled. We received additional funding which was used to employ our EAL/D teacher for an additional half day per week.	\$13,428.26



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	229	218	202	207
Girls	159	156	167	167

Student enrolment increased slightly from 369 in 2015 to 374 in 2016, of which 55% are boys.

Our preschool was full with 40 children of 3 and 4 year olds made up of two classes each of 20 children.

Our support unit consisted of 4 classes with 51 children. The four classes being two Junior IM and IO and two Senior IM and IO classes.

Our mainstream population of 283 children were taught in 13 classes (four composite and nine straight year classes).

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	96.4	93.3	94.6
1	94.4	95.3	95	90.9
2	93.3	95.8	93.2	93.8
3	95.7	94.6	94.6	94.5
4	92.4	96	93	93.9
5	95.2	94.1	94.7	92.9
6	94	94.6	91.7	93.2
All Years	94.1	95.3	93.6	93.4
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

In 2016 our attendance rate was 93.4%, which according to Business Intelligence (BI) data equates to our statistically similarly schools at 93% and state 94%.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	15.61
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher of ESL	0.6
School Counsellor	0.8
School Administration & Support Staff	8.22
Other Positions	0.15

\*Full Time Equivalent

FMDS currently has one Aboriginal teacher.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	30

### Professional learning and teacher accreditation

In 2016 teachers participated in a wide range of professional learning activities including L3, Reading Recovery and Australian Curriculum workshops in History and Geography. All staff attended School Development Days, Staff Meetings with a teacher professional learning (TPL) focus and School Plan teams based on each of the three strategic directions. These were ideal opportunities to expand individual and collegial professional learning. Four additional evenings (School Development Day hours in lieu) from 3.30 – 7.00 pm provided timely and relevant professional learning for all staff. This allowed staff to end 2016 on the same Friday that students finished their school year. Funds were also used to enable teachers to meet

in Stage teams once per term to compare student learning data, plan for future learning and develop their skills of consistent judgment of student work samples linked back to the new Science and History Australian curricula and the Literacy and Numeracy Continuums.

Teachers in K–1 were trained in Language, Literacy and Learning (L3) pedagogy and are now using this in their classrooms to support students. Teachers also attended a variety of courses and activities during the year to upskill their pedagogical knowledge and their accreditation hours of professional learning. Teachers also utilised fortnightly Wednesday afternoon TPL Staff Meetings to report and workshop their learning with the staff.

## 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 school Annual Financial Statement.

FMDS has historically never asked parents for voluntary contributions for their children. FMDS attempts to support every student and every family fairly and equitably within the school budget received from the Department of Education.

In 2016, FMDS transitioned from OASIS financial management system to the new Learning Management Business Reform (LMBR) system. The rollover of funds from one system to the other occurred early as from 14th October, rather than 30th November as happened in the past. Therefore, the funds rollover were higher than usual as these funds were used to offset costs to the school for the months of October and November.

The information provided in the financial summary includes reporting from 1 December 2015 to 14 October 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	315 728.37
(2a) Appropriation	309 623.38
(2b) Sale of Goods and Services	-6 211.00
(2c) Grants and Contributions	12 162.99
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	153.00
<b>Expenses</b>	-147 799.15
Recurrent Expenses	-147 799.15
(3a) Employee Related	-73 879.45
(3b) Operating Expenses	-73 919.70
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	167 929.22
<b>Balance Carried Forward</b>	167 929.22

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.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 377 810.74
Base Per Capita	21 938.19
Base Location	0.00
Other Base	2 355 872.55
<b>Equity Total</b>	275 591.06
Equity Aboriginal	9 549.71
Equity Socio economic	30 068.50
Equity Language	74 640.79
Equity Disability	161 332.06
<b>Targeted Total</b>	719 548.22
<b>Other Total</b>	336 133.62
<b>Grand Total</b>	3 709 083.64

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

### NAPLAN

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

In 2016, our Year 3 Literacy results that were achieved in the top three bands (Bands 3, 4 & 5) in spelling and writing show our students scoring comparably with students from similar schools groups (SSG). In Spelling 69% of our Year 3 students achieved these results (SSG 71%). In Writing 72% of our Year 3 students achieved results in Bands 3, 4 & 5 (SSG 73%). In Grammar and Punctuation we scored higher with 67% of our Year 3 students achieved results in Bands 3, 4 & 5 (SSG 63%). In Reading only 62 % of our Year 3 students achieved results in the top three bands (Bands 3, 4 & 5) compared to similar school groups (SSG) at 71%.

Our Year 5 Literacy results that were achieved in the top three bands (Bands 6, 7 & 8) in Reading show our students scoring comparably with students from similar schools groups (SSG). In Reading 48% of our Year 5 students achieved these results (SSG 52%). In Spelling we scored higher with 64% of our Year 5 students achieved results in Bands 6, 7 & 8 (SSG 57%). In Reading, Grammar and Punctuation our Year 5 student results were under those of similar school groups.

Although our results showed an increase from the previous year, staff analysis of our data has identified

problems areas that are being addressed through Strategic Area 1 of our school plan. Student growth (2014–2016) NAPLAN measures growth since our Year 5 students completed NAPLAN in 2014. The expectation is that their performance will increase by 6–7 points. 74% of our students met or exceeded that expectation as compared to the state growth of 80%. (Ms. Sue Thorley, Assistant Principal, Stage 2).

In 2016, our Year 3 and 5 Numeracy results that were achieved in the top three bands show our students scoring below those students from similar schools groups (SSG). In Year 3 46% of our students achieved results in Bands 3, 4 & 5 (SSG 54%) and Year 5, 37% of our students achieved results in Bands 4, 5 & 6 (SSG 57%). Again our results showed an increase from the previous year. Staff analysis of our data show that our results are comparable in number but identified problems in the area of space and measurement that are being addressed through Strategic Area 1 of our school plan. Student growth (2014–2016) NAPLAN measures growth since our Year 5 students completed the NAPLAN in 2014. The expectation is that their performance will increase by 6–7 points. 88% of our students met or exceeded that expectation as compared to the state growth of 92%. (Ms. Sue Thorley, Assistant Principal, Stage 2).

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Two Aboriginal students in Year 3 and Year 5 sat the NAPLAN tests in 2016. Our Year 3 students are enrolled in mainstream classes and both achieved results in the top three bands (Bands 4, 5 & 6) in Writing, Spelling, Grammar and Numeracy. In Reading they both scored in Band 3. Our Year 5 students comprise one student in a mainstream class and three students in a support class. Our Year 5 students in the Support Class scored across Bands 3, 4 and 5 in most areas. Our one mainstream student achieved Band 6 for Reading and the top Band in Grammar. (Ms. Sue Thorley, Assistant Principal, Stage 2).

## Parent/caregiver, student, teacher satisfaction

All students from Years 4 to 6 completed two *Tell Them From Me* online surveys during 2016, as they did in 2015. The first and second figures % are show 2015 FMDS and DoE. The third and fourth figures % show 2016 FMDS and DoE. The survey asks questions about factors which affect academic achievement and other school based outcomes, focusing on student wellbeing, engagement and effective teaching practices. FMDS survey results can be compared to DoE results.

Students report a high rate of participation in sports 82% (DoE 83%); 77% (DoE 83%)

Students report a high rate of participation in extra-curricular activities 44% (DoE 55%); 66% (DoE 55%)

Students feel valued and accepted by their peers and others at this school 84% (DoE 81%); 82% (DoE 81%)

Students have friends at school they can trust and who encourage them to make positive choices 93% (DoE 85%); 87% (DoE 85%)

Students believe that education will benefit them and have a strong bearing on their future 96% (DoE 96%); 96% (DoE 96%)

Students do homework with a positive attitude and in a timely manner 62% (DoE 74%); 66% (DoE 78%)

Students do not get into trouble at school for disruptive or inappropriate behaviour 98% (DoE 83%); 90% (DoE 83%)

Students are interested and motivated in their learning 79% (DoE 78%); 76% (DoE 78%)

Students try hard to succeed in their learning 94% (DoE 88%); 94% (DoE 88%)

Students feel challenged in their English and Maths classes and feel confident in these subjects

44% (DoE 53%) 50% scored in the quadrant of high Skills and high knowledge (DoE 53%)

20% said they would like more challenges (DoE 26%)

Teaching is well-organised, with a clear purpose and with immediate feedback that helps them learn 82% (DoE 82%); 86% (DoE 84%)

Students were subjected to bullying in the previous month 23%(DoE 36%); 37% (DoE 36%)

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice 62% (DoE 65%); 65% (DoE 65%)

Students feel teachers are responsive to their needs and encourage independence 86%(DoE 84%); 86% (DoE 84%)

There are clear rules and expectations for behaviour. Students understand these and teachers maintain high expectations that they be followed 76%(DoE 72%); 82% (DoE 72%)

The school staff emphasise academic skills and hold high expectations for all students to succeed 88%(DoE 87%); 87% (DoE 87%)

In September parents were invited to participate in the online *Tell Them From Me* Survey. Unfortunately the response was disappointing with the opinions of less than 4% of families represented. An additional Parent

parents in the school newsletter, at P&C Meetings and in the playground during Term 4 of 2016 with a more successful response with 77 surveys returned ie. 26% of families. The TTFM survey figures below show the questions given to parents and the summative results under specific headings for 2015, then 2016..

Parents feel welcome 72%, 81%

Parents are informed 58%, 71%

Parents support learning at home 70%, 53%

Parents view of support for learning at school 67%, 75%

Parents view of positive school behaviour 74%, 81%

Parents view of safety at school 75%, 73%

Parents view of inclusivity at school 66%, 76%

The Covey Parent Survey results were based on a "Satisfaction and Recommendation" scale from 0 to 10 (0 being *Not At All Likely to Recommend* to 10 being *Extremely Likely to Recommend*.) A space was also provided on the simple one page survey for parents to make a written response as well as provide or not provide the scale number. In every example the written response explained in more detail the number selected by the parent. One very positive and pleasing aspect of this survey was that of the 77 responses, the majority (43) included written comments compared to those with just a number highlighted (34).

Responses were:

10 (32); 9 (23); 8 (13); 7 (4); 6 (2); 5 (1); 3 (1); 1 (1).

10 represented 44% of responses; 9 & 10 represented 74% of responses; Below 5 represented 4% of responses.

Teachers completed the *TTFM* Survey using 8 "Drivers" of student learning with a score out of 10 converted to %. 21 staff (58%) of 36 staff completed the survey.

The first figure 2015, second figure 2016.

1. Leadership 66%, 70% 2.  
Collaboration 82%, 79% 3.  
Learning Culture 88%, 80%

4. Data Informs Practice 89%, 80% 5. Teaching Strategies 86%, 80% 6. Technology 81%, 65%

7. Inclusive School 92%, 86% 8. Parent

## Policy requirements

### Aboriginal education

FMDS has developed a wide range of programs to support Aboriginal Education including:

- A whole-school dedicated week of learning and cultural activities associated with Reconciliation Week and NAIDOC Week including "Aboriginal Music Show" and "Koomurri Aboriginal Incursions" in which all children K–6 participated in a wide range of activities including song, dance, information on artefacts, weapons, bush survival, face painting, boomerang throwing, didgeridoo show and Aboriginal art which resulted in a second wall hanging in our school hall;
- Participation in cultural experiences including music and art incursion and addition to hall painting panels;
- Updated Personalised Learning Plans for all Aboriginal students;
- Whole-staff training and development on NSW Department of Education PLP requirements and related policies and legislation;
- Whole-staff training and development on addressing the *Aboriginal and Torres Strait Islander histories and cultures* cross-curriculum priority area;
- Associated membership and attendance of three staff members in the Northern Illawarra Aboriginal Education Consultative Group and nomination of two Aboriginal students, Victoria W. (Junior) and Sonny B. (Senior) as recipients of the 2016 NIAECG "Deadly Awards;" and
- 3 senior Aboriginal students participating in the inaugural 2016 Southern Stars Aboriginal Performance (Keira D., Staci M. and Sonny B.)

### Multicultural and anti-racism education

During 2016, FMDS enrolled a number of temporary students from a variety of cultures as their parents studied at UOW. We also enrolled one student from China under the New Arrivals program. Targeted funding support for new arrivals and refugees was used to support all new arrival and refugee students to adjust to their new classrooms by providing additional funds (1 day per week) to employ the ESL teacher and financial support to enable students to participate in school excursions, including the swimming scheme. A number of educational resources were also purchased to support students in their understanding and use of English.

Our 40 different cultures and nations were celebrated and valued throughout the year at FMDS through COGS and HSIE units in History and Geography.

During Harmony Week students in every class discussed the meaning of living in harmony with each other and enjoyed activities from the Harmony Day website, providing all students with messages of tolerance and cultural understanding.

Anti-Racism activities were included in our PD K–6

groups where our students explored the benefits of valuing and accepting others as people no matter what culture, language or background they have come from. (Mrs Debbie Miller)

### Other school programs

#### Student Leadership

The Student Representative Council (SRC) met regularly throughout 2016. It consisted of forty five active and engaged students, including School Presidents, House Captains and Class Representatives. The SRC provided a forum where all student voices were valued and heard. The SRC raised and acted upon matters of concern from the student body, with the School Principal. Issues were discussed and possible resolutions put forward.

It was a very productive year with a number of successful fundraising ventures undertaken, supporting school and community needs. This included assisting the P & C with raffles and Easter Hat Parade and our Colour Fun–Run.

The School Presidents attended the Wollongong ANZAC Service at the Wollongong Cenotaph. The Presidents were involved in the running of morning, Stage, whole and special school assemblies. They also welcomed guests and new families and enrolments to the school beginning with a friendly school tour.

K–6 and the student leaders in particular were involved in a program called Explore Discover Act. They actively participated in leadership exercises and cooperative challenges. It successfully supported our students' leadership journey in Year 6 toward high school. Senior students also led our PD Groups Program in Term 1 to support PBL in our school. Senior students also volunteered to organise and run "Playground Happenings" every day during each Break 1 including various games like skipping, basketball, chess etc. The seniors taught students to share, play and interact in a positive manner, and generally offering something new and keeping them busy during the longer play session.

#### Achievements in the Arts

Fairy Meadow is active in the area of Performing Arts. We have a Senior and Junior Choir comprising of approximately 100 students from across Stages 2 and 3. Our choirs performed at the Regional Choral Festival and at local community events as requested, including Christmas Carols in the local Fairy Meadow community.

Another thirty of our students from Years 2 to 4 were given the opportunity to represent FMDS in the Illawarra Dance Festival. Students committed to regular rehearsal times which, culminated with performances at the Performing Arts Centre.

In addition, thirty of our senior students formed the FMDS group of dancers that performed as part of a mass item, at Southern Stars. This event took place at

the WIN Entertainment Centre over a number of days. For the first time, 3 of our senior Aboriginal students participated in the inaugural Aboriginal Group performance.

All of our senior students were given the opportunity to participate in the Keira Community of Schools Keirabald art competition. Portraits were exhibited in an annual community event. One of our senior students, Justin M. proudly achieved first place in Year 6. All FMDS student works were displayed in the Wollongong Art Gallery which was an amazing showcase of talent initiated by our local feeder high school, Keira H.S.

These opportunities enabled our students to develop strong school and community spirit and to become part of a team, building self-esteem, peer support and a sense of achievement.

### **Achievements in Sport**

Students at FMDS were offered a variety of opportunities to participate in physical activity, to develop Fundamental Movement Skills and to compete in a range of sports at the school level and within the PSSA structure.

Staff taught fundamental movement skills lessons, guided by our K-6 Fundamental Movement Skills Scope and Sequence. The Scope and Sequence outlines a progression of skills that are to be learnt and practised throughout primary school. Students across all Stages developed these skills during regular PE lessons. In Stages 2 and 3, PE lessons were complemented by House Sport, which enabled students the opportunity to practise these skills. Students were given further opportunity to participate in competitive sport at Brokers District Cricket, Netball, AFL and Dragon Tag Gala Days held throughout the year.

Students from our Support Unit participated in the Sports Ready and Dream Cricket programs during Terms 1, 2 and 3.

Our swimming, cross country and athletics carnivals took place during the first semester. Our school representatives gave a strong showing at Brokers District carnivals. Several students progressed to the South Coast and State carnivals. Many students trialled for Brokers, Zone and South Coast PSSA Teams. Two of our students represented South Coast SSA at State carnivals.

During Term 4, our successful Recreational Sports Program continued. The program allowed students in Stages 2 and 3 a chance to choose a sport of interest that may not be catered for in our regular sports and PE programs, including circus skills, tennis and Futsal soccer. Circus and Futsal increased FMDS exposure and relations with the local community by using Fairy Meadow organisations like The Fraternity Club and Circus Monoxide. These programs also served as a gateway for students to participate in sports offered by local sporting organisations and businesses. Our Early Stage 1 and Stage 1 students participated in a Hot Shots tennis program run by one of our local tennis

coaches during Term 4. We thank the local organisations, coaches and businesses that provided their services and facilities for the benefit of our students.

A large group of students attended the annual Swimming and Water Safety Program offered by the Department of Education and Training. The two-week program enabled students to learn swimming and water safety skills to help reduce childhood drowning and increase enjoyment of aquatic activities. (Mr. Michael Dill)

### **Positive Behaviour for Learning**

In Terms 1 and 4 students participated in Peer Development Groups (PD Groups), a weekly program based on explicit teaching of the PBL matrix, anti-racism, resilience, anti-bullying and peer interactions. PD Groups run at a whole school level where students are mixed into groups of all grades. Senior students have the opportunity to develop leadership skills by running activities during these sessions, guided by teachers.

The PBL team met fortnightly to ensure the effective implementation of Positive Behaviour for Learning at a whole school level. In 2015 FMDS undertook a SET analysis to evaluate the successful implementation of PBL at FMDS. The school scored 100% in 5 of 7 areas including clearly defined behavioural expectations. The results from this audit enabled the PBL team to devise the Action Plan required to both continue to implement those areas successfully and address other target areas into 2016. Moving into 2017 Fairy Meadow will continue to implement all current aspects of PBL in addition to moving towards an external coaching role. This will support FMDS and other schools to facilitate PBL. All FMDS were also trained in Functional Approaches to Behaviour, Tier 2 and Tier 3 intervention systems.

PBL has been successfully implemented at FMDS since 2008 as it is supported at a whole school level, by all staff, parents and the school community, who value the principles and systems of the model. FMDS is excited to continue to demonstrate excellence in this area into 2016 and beyond. (Mrs. Pip Fenwick)

### **Reading Recovery**

Reading Recovery has continued for Year 1 students who are in need of additional support in aiming to lift student reading and writing levels to that of expected benchmarks. Students participating in the program have intensive one on one, daily 30 minute lessons, for up to 20 weeks to provide them with every opportunity to reach grade expectations. Reading Recovery students continue to be monitored as they progress to Year 2 and Year 3.

In 2016, four students each day were able to access the program. In 2016, a new teacher was trained in Reading Recovery theories, which further strengthened our school resources in supporting all Year 1 students' literacy achievements and this laid strong literacy foundations for the following years. (Mrs. Karen Wyers)

## FMDS Preschool

At FMDS Preschool we endeavour to deliver a program which helps children develop their emerging autonomy, inter-dependence, resilience and sense of agency, to develop skills that will help them with their transition to school the following year. This is delivered through play using the Early Years Learning Framework as a guide and following the National Quality Framework.

During Term 1 we concentrate on socialisation, getting the children used to routines in preschool and learning to share and make friends. From Term 2 onwards we focus on the children learning the first aspects of literacy and numeracy, fine motor skills and incorporating the Munch and Move program into our everyday program. During Terms 2 and 3 we were also very fortunate to have Pippa Stevenson, a personal trainer, come each week to support the children's development of Fundamental Movement Skills through fun games and activities. We provide intentional teaching experiences, including cooking, gardening and scientific investigations to stimulate the children's interests. We also use observations of children to develop activities that cater to their individual interests and needs.

FMDS Preschool continued to strengthen our connections to the main school through:

- Visiting the school library weekly
- Providing extra transition opportunities and play time at 'Big School'
- Joining in the Easter Hat Parade and Book Week Parade
- Participating in special assemblies, such as for Anzac & Remembrance Day
- Joining the school for 'Music Count Us In'
- Performing at the Christmas Concert

We had special days: We held a Preschool Olympics, where families joined in the fun activities showcasing our recently learnt Fundamental Movement Skills. Families were invited to bring a dish to share their culture and share morning and afternoon tea with us and students from Keira High School who came to help out. We hosted a fun pyjama day to fundraise for The Pyjama Foundation, supporting children in foster care. We participated in the 'National Simultaneous Story time' reading the book 'I Got This Hat' and created our own book of special hats. For a bit of fun we also celebrated 'International Mud Day' with a day full of messy, muddy fun activities! We also provided a stronger transition to preschool program with extra sessions allowing new children and families to familiarise themselves with the preschool environment and routines prior to starting. From this we saw a more confident and engaged group of pre-schoolers begin their school lives in 2017. (Teacher Miss. Luci-May Bennie, School Learning Support Officer, Ms. Nicole White.)

## FMDS Support Classes/Unit

At Fairy Meadow Demonstration School, we have a Support Unit which includes two classes catering for students with moderate to severe intellectual and physical disabilities (IO), and two classes catering for students with mild intellectual disabilities (IM). We are committed to providing a comprehensive, quality education program for each student in a caring, safe and secure environment. We take a holistic approach to the care and education of our students. Students in our Support Unit access the curriculum via Individual Learning Plans which are developed by the Support Unit teachers in consultation with families and outside agencies such as Occupational Therapists, Speech, Hearing and Vision Therapists, Physiotherapists and Counsellors. Within Individual Learning Plans, adjustments according to a student's individual circumstances are implemented inline with the curriculum and a quality teaching environment.

Students in our Support Unit participate in all whole school activities such as assemblies, sporting activities, whole school swim scheme and excursions where appropriate. Our students also have the opportunity to engage in specialised sporting programs such as Sports Ready and Dream Cricket. Some of our students participate in The Wollongong Eisteddfod.

At FMDS, we take an integrated approach to teaching and learning, where practical programs enable an intersection of English, Math and Science, including in our IO classes, our weekly shopping and cooking activities. A specialised weekly swimming program has been running for Support Unit students in our IO classes where water safety, swimming technique and personal care are the focus. Our students are involved in the Student Representative Council and follow the ethos of our Positive Behaviour for Learning program.

Students in the Support Unit access the whole school playground and have recently had access to Stage 1 of the Sensory Playground. This playground has provided our students with the opportunity to play in a safe and secure environment. The students will enjoy many more aspects to this playground when Stages 2 & 3 are completed.

The Support Unit staff are committed to guiding and sharing their knowledge with both mainstream pre service teachers as well as with teachers seeking to gain a Special Education qualification. We have a strong and positive relationship with various universities, in particular, the University of Wollongong.

The Support Unit prides itself on having a positive and supportive learning environment that promotes inclusive education. (Mrs. Peta Whalan, Ms. Cathy Kerr)

### **A Demonstration School – Fairy Meadow Demonstration School**

Fairy Meadow Demonstration School is one of a kind among 2212 public schools in New South Wales. As one of only four demonstration schools in NSW, FMDS

is further singled out as truly unique with distinctive features and programs which separates it from the other 3 demonstration schools. FMDS has its own preschool onsite with 40 three and four years olds, four support classes of children with special needs and thirteen mainstream K-6 classes. The school enrolment includes children from 40 nations and cultures. FMDS is a diverse, complex, multicultural primary school serving the needs, interests and abilities of a wide range of children from preschool to Year 6. FMDS also has onsite before school, after school and vacation care which operates in our small school hall.

As a demonstration school, FMDS has a close personal and professional partnership with the University of Wollongong. All preservice student teachers visit FMDS at some stage of their tertiary studies within the Professional Experience Program (PEX), the Demonstration Program (DEMS) and Early Education Program (Preschool). In 2016, approximately 240 Second Year DEM students came to FMDS every Thursday of Term 3. Approximately half (120) would shadow teachers, work with teachers K-6 co-planning, programming and teaching quality lessons for all the students in their care in all seventeen classrooms for three hours in the morning. The remaining 120 attended lectures in our school hall. In the afternoon the groups swapped over. FMDS also participated in a new project called "EMAPTH" which involved a number of teachers critiquing and marking UOW student assignments and workshopping with the whole staff at Staff Meetings professional learning. FMDS excels and is excited about providing quality teaching and learning to our children in mainstream and special education and also the future generations of teachers in NSW.