

# Fairfield Heights Public School Annual Report



2016



3632

## Introduction

It is a pleasure to present the 2016 Annual School Report which outlines another successful year for our students, teachers, parents and community members. 2016 highlighted a year of commitment to continuous improvement across our school.

Our school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents value and appreciate.

Firstly, we have a staff of dedicated professionals who work collaboratively to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are highly motivated to learn and eager to participate in the wide range of academic, sport and arts activities available to them within the curriculum. Thirdly, Fairfield Heights Public School enjoys tremendous support from our parent body and wider community which values education and supports the school's goals and ethos.

This year saw the continued implementation of the **School Plan 2015–17**. The plan, developed after community, staff and student consultation, focussed on three major strategic directions for the school:

- Quality teaching and learning programs equip students with the necessary literacy and numeracy skills to be successful 21st Century learners.
- Foster quality teaching and effective leadership.
- Whole school community organisation practices enable all students to be highly engaged in schooling, emotionally aware and technologically competent.

These major directions inform our planning and drive all that we do at Fairfield Heights Public School. This report includes a detailed assessment and evaluation of our achievements, evidence and data to validate our progress during 2016 and the impact of the strategies we have been implementing to support the achievement of our long term goals.

Fairfield Heights Public School is committed to ensuring every student has the opportunity to achieve their personal best through engaged, active learning in a safe, supportive and respectful school.

It is evident that all members of our school community (teachers, students, parents, community members) continue to work together with a definite, common sense of purpose – the welfare of our students.

Quality education results from quality teaching. The role of each member of staff is crucial in ensuring 'the very best' for the students at Fairfield Heights Public School.

I certify that the information provided in this report is a result of a rigorous self–assessment and review process undertaken with staff, parents and students and provides a balanced and genuine account of the school's achievements and areas for development.

Stephen Gerard

Principal

### School contact details

Fairfield Heights Public School

Station St

Fairfield, 2165

[www.fairfieldh-p.schools.nsw.edu.au](http://www.fairfieldh-p.schools.nsw.edu.au)

[fairfieldh-p.School@det.nsw.edu.au](mailto:fairfieldh-p.School@det.nsw.edu.au)

9724 2254

## School background

### School vision statement

Fairfield Heights Public School is committed to providing high quality educational opportunities for each and every child through equity and excellence. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, supportive and respectful school.

All members of the school community (teachers, students, parents, community members) work together with a definite, common sense of purpose – the welfare of our students.

### School context

Fairfield Heights Public School is a large primary school located in south-western Sydney in the Local Government Area of Fairfield. The school was established in 1952. Our school motto is 'Share and Learn'.

In 2016 the school population was 937. Cultural diversity is a feature at our school. Ninety-two percent of our students are from language backgrounds other than English. There are forty-eight different language backgrounds within the school community comprising 29% Assyrian, 27% Arabic, 8% Vietnamese, 3% Samoan, 3% Khmer and 30% from other groups. Approximately 23% of our students are recognised as coming from a refugee background.

The school NSW FOEI (Family Occupation and Employment Index) for 2016 was 154 which is higher than the average 100 and the ICSEA (Australian Index of Community Socio-Economic Advantage) was 936 which is lower than the average of 1000, indicating socio-economic disadvantage.

We have a combination of early career and experienced staff who are committed to an ethos of collaboration, professional learning and continuous school improvement.

Our school curriculum has a focus on providing sound foundations for our students to be resilient, engaged, caring and confident lifelong learners. Specific emphasis is directed to improving student learning outcomes in literacy, numeracy and information technology.

Our school is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every student.

## 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 elements of 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.

During 2016, time was dedicated during staff meetings and School Development Days to examine aspects of our School Plan 2015–2017. Our staff discussed the School Excellence Framework and its implications for informing, monitoring and providing evidence-based data in our pursuit of excellence and the provision of high quality educational opportunities and outcomes for every student.

In the domain of **Learning**, our efforts focussed on wellbeing, curriculum, learning and assessment-reporting. The school implemented proactive student engagement initiatives to support the learning and wellbeing of students and enhance student learning outcomes. The wellbeing of students is essential in facilitating the learning needs of the students and to engage them in the learning process. Our school has prioritised delivering a differentiated curriculum to meet the needs of all students including gifted and talented, EAL/D, Aboriginal and those with high needs. Students with high needs are being identified early and their parents are increasingly involved in planning and supporting the learning direction for them. Analysis of internal and external data ensures our teachers have an understanding of a student's needs/abilities and areas for development. K–6 core programs are implemented in literacy and numeracy with provision for regular review by the school leadership team in collaboration with all staff members. An integrated approach to quality teaching, curriculum planning and delivery and assessment promotes positive learning outcomes based on the learning

needs of our students.

In the domain of **Teaching** our major focus centred on collaborative practice for all staff members. Our teachers collaborate within and across stages to ensure consistency of curriculum delivery and consistency of teacher judgement. Teachers provide and receive planned constructive feedback from peers and school leaders in order to improve their teaching practice. Professional learning is aligned with our school plan and individual teacher learning goals. Our ability to evaluate the impact of professional learning on the quality of teaching and student learning outcomes continues to develop. It is evident that staff members demonstrate personal responsibility for maintaining and developing their professional standards which has a positive impact on improving student learning outcomes.

In the domain of **Leading**, our priority has been building leadership capacity through professional learning, networking and collegial support. Leadership capacity building across the school recognises that leadership development is central to the achievement of school excellence. Capacity building was linked to both staff having purposeful leadership roles based on professional expertise and mentoring by school leaders in areas of personal interest or school needs as indicated in our school plan. School leadership teams supported a culture of high expectations in all aspects of our school. Increasing student leadership opportunities and involving parents/community members in the education process continue as vital goals. Such involvement contributes to building a positive school culture as well as supporting improved student learning outcomes.

Our self-assessment process further assisted the school to refine our strategic priorities, milestones and future directions based on identified needs leading to further improvements in the delivery of quality education, experiences and opportunities for our students, teachers and parents.

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 and learning programs equip students with the necessary literacy and numeracy skills to be successful 21st Century learners.

### Purpose

To improve student learning and outcomes in literacy and numeracy through an integrated approach to quality teaching, curriculum planning and delivery and assessment which meets the learning needs of all students.

### Overall summary of progress

- We have continued to focus on literacy and numeracy as the foundations for learning for our students. Some of our achievements include:
- K–6 core programs implemented in literacy and numeracy with provision for annual review.
- K–2 students are increasingly tracked on the Literacy and Numeracy Continuums so teachers can effectively differentiate student learning.
- Provision of individual learning experiences enhanced through the implementation of the CARS and STARS comprehension skills programs and Years 2–6 Fluency program.
- Maintained/reviewed the structure of our K–6 literacy–numeracy timetables/'teaching blocks' in order to maximise teaching–learning time.
- Three intensive English language classes (1–2, 3–4, 5–6) formed to support new arrival/refugee students.
- Enhanced home–school partnerships through parent workshops in literacy, numeracy and ICT to further improve and support student learning. Arabic–Assyrian CLO employed to strengthen home–school partnerships.
- Speech pathologist, occupational therapist supported K–2 students and provided teacher professional development.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year		Funds Expended (Resources)																	
35% of Year 3 and Year 5 students achieve proficiency levels in NAPLAN Reading, Numeracy and Writing.	<b>NAPLAN 2016:</b>  <table> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>59%</td> <td>24%</td> </tr> </tbody> </table>			Year 3	Year 5	Reading	36%	23%	Numeracy	20%	27%	Writing	59%	24%	<b>* RAM FUNDING</b> • Socio–Economic \$755000 • English Language Proficiency \$61213 • Low disability \$70012 • Aboriginal Funding \$9534 • Refugee Support \$82099 * Refer to <b>KEY INITIATIVES</b> section of this report.  TIED: Literacy–Numeracy K–6 (resources \$30273)					
	Year 3	Year 5																		
Reading	36%	23%																		
Numeracy	20%	27%																		
Writing	59%	24%																		
70% of Year 5 students achieve greater than or expected growth from Year 3 NAPLAN assessments.	<table> <tbody> <tr> <td>Reading</td> <td>76.2%</td> </tr> <tr> <td>Spelling</td> <td>69.7%</td> </tr> <tr> <td>Grammar–Punctuation</td> <td>63.6%</td> </tr> <tr> <td>Numeracy</td> <td>69.9%</td> </tr> </tbody> </table> <b>NAPLAN 2014–16 Averaged Scale Score Growth</b>  <table> <thead> <tr> <th></th> <th>Our school</th> <th>State (all students)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>109.3</td> <td>  80.1</td> </tr> <tr> <td>Numeracy</td> <td>116.9</td> <td>  91.7</td> </tr> </tbody> </table>		Reading	76.2%	Spelling	69.7%	Grammar–Punctuation	63.6%	Numeracy	69.9%		Our school	State (all students)	Reading	109.3	80.1	Numeracy	116.9	91.7	As above
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## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of K–6 students achieve stage appropriate Literacy Continuum clusters.	<ul style="list-style-type: none"> <li>• 58% of Kindergarten students working within clusters 3&amp;4 for reading texts.</li> <li>• 88% of Kindergarten students working within clusters 2, 3 and 4 for writing.</li> <li>• 74% of Kindergarten students working within clusters 2 and 3 for comprehension.</li> <li>• Reading benchmarking data (K–6) indicates majority of students meeting expected exit learning outcomes.</li> </ul>	As above
Evidence of differentiation in literacy and numeracy programs and classroom practice.	<ul style="list-style-type: none"> <li>• K–6 classroom teachers are using learning intentions and success criteria to differentiate literacy and numeracy programs.</li> <li>• Core curriculums are differentiated by class teachers to more effectively meet the individual needs of the children in the class.</li> <li>• Students are given feedback about their performance in literacy and numeracy.</li> </ul>	As above
Department of Education priorities (by 2019): <ul style="list-style-type: none"> <li>• increase percentage of all students in top two reading and numeracy NAPLAN bands by 8%.</li> <li>• increase percentage of Aboriginal students in top two reading and numeracy NAPLAN bands by 30%.</li> </ul>	<p><b>Reading at Proficiency: NAPLAN 2016</b></p> <p>Year 3 – 36%      Year 5 – 23%</p> <p><b>Numeracy at Proficiency: NAPLAN 2016</b></p> <p>Year 3 – 20%      Year 5 – 27%</p>	As above

## Next Steps

- Implement/review K–6 core programs in literacy and numeracy.
- Expand the use of PLAN data to provide a measure of student improvement and inform planning.
- Maintain/review the structure of our K–6 literacy–numeracy–support timetables in order to maximise teaching–learning time.
- Implement Early Action for Success (EaFS) Phase 2 Program initiative which aims to improve students' performance through a targeted approach in the early years of schooling (K–2).
- Expand Fluency Program Years 2–6.
- Participate in Refugee Leadership Strategy initiative which aims to build the capacity of our school to support refugee student wellbeing and learning.

## Strategic Direction 2

Foster quality teaching and effective leadership.

### Purpose

Build staff capacity through focused professional learning and development that creates a school culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Professional learning is linked with curriculum innovation, quality teaching and leadership capability that inspires improvement of student outcomes.

### Overall summary of progress

- The ongoing implementation of the Performance Development Framework has engaged staff in a reflective process that is guiding the ongoing development of all staff members. Regular and effective monitoring and feedback processes are in place to discuss programs, support and plan for growth.
- K–6 teachers received professional development in the 5E model of programming linked with science, history and geography syllabuses.
- Quality teaching, assessment and the use of effective feedback have been our key professional learning focus areas.
- LMBR and Oliver Library Program operating effectively in school.
- Leadership opportunities for K–6 staff to enhance leadership capacity/capabilities provided in 2016.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching staff plan, implement and review Performance Development Plan (PDP).	<p>Individual goals were set and all teachers worked towards achieving their goals.</p> <ul style="list-style-type: none"> <li>• Lesson observations completed.</li> <li>• Self/Annual assessments completed.</li> <li>• Written/verbal feedback provided to individual teachers.</li> </ul> <p>Teachers actively engaged in planning their own professional development in order to improve performance and hence student learning outcomes.</p> <p>All staff completed PDPs in 2016. Evaluation of progress/feedback from colleagues assist in setting directions for 2017.</p>	<p><b>*RAM FUNDING:</b></p> <ul style="list-style-type: none"> <li>• Socio-Economic \$50000 (casual salaries)</li> </ul> <p><b>*BEGINNING TEACHERS SUPPORT: \$8160</b></p> <p>*QTSS staffing allocation 0.691</p> <p>* Refer to <b>KEY INITIATIVES</b> section of this report.</p> <p>TIED: Teacher Professional Learning \$45381 (casual salaries)</p>
100% of staff achieve accreditation at appropriate levels.	<p>Accreditation was successfully implemented and achieved by all staff at appropriate levels. Accreditation involved both: Proficient Teacher Accreditation and Maintenance of Accreditation.</p>	As above
Explicit use of staff and student feedback strategies evident in all classrooms.	<ul style="list-style-type: none"> <li>• Classroom observations and mentoring conversations indicate that explicit use of student feedback is beginning to be evident in all classrooms.</li> <li>• Teachers use explicit learning intentions and success criteria to support student feedback.</li> </ul>	As above
Staff in 'Focus On Learning' teacher surveys indicate a high correlation of school practice with the 'Eight Drivers of Student Learning'.	<p>Staff members completed the Focus on Learning survey which related to the 'Eight Drivers of Student Learning' namely: leadership, collaboration, learning culture, data informs practice, teaching strategies, technology, inclusive school, parent</p>	As above

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff in 'Focus On Learning' teacher surveys indicate a high correlation of school practice with the 'Eight Drivers of Student Learning'.	involvement.  Our school results were above the NSW norms for this survey in all categories.  In the 'Four Dimensions of Classroom and School Practices' (challenging and visible goals, planned learning opportunities, quality feedback, overcoming obstacles to learning) section of the survey our school results were also above the NSW norms in all categories.	

## Next Steps

- Develop PDPs for 2017 informed by individual professional goals and school plan.
- Support achievement of accreditation at relevant levels for our teachers (Proficient/Maintenance/Highly Accomplished/Lead).
- Document a school plan for professional learning linked to the school and DoE priorities.
- Engage all staff in data collection and tracking systems to enhance our focus on impact and to better plan ongoing student learning growth.
- Enhance leadership capacity/capabilities through planned leadership opportunities for K–6 staff.
- Early Stage 1 teachers and Deputy Principal Instructional Leaders to participate in L3 professional development as part of EAfS Phase 2.
- Participate in Community of Schools (COS)/Fairfield–Liverpool Network 'Instructional Collaboration' program.



### Strategic Direction 3

Whole school community organisational practices enable all students to be highly engaged in schooling, emotionally aware and technologically competent.

### Purpose

To improve whole school organisational effectiveness in a positive schoolcommunity environment. To improve student social, physical and emotional wellbeing. To establish more effective partnerships with families and to develop technologically competent students.

### Overall summary of progress

Our school has maintained a planned approach to support the cognitive, emotional, social and physical wellbeing of our students through strategies such as:

- Learning Support Teams focus on student needs including Individual Learning Pathways (ILPs).
- Attendance rates are regularly monitored and necessary action taken.
- Recognition of student achievement.
- Providing a range of leadership opportunities for K–6 students.
- Participation in NSW Premier’s Reading Challenge/Spelling Bee/Sporting Challenge.
- Participation in SRC activities, K–6 Peer Support, K–6 Life Education visits, Musica Viva, K–6 Child Protection program, Crunch and Sip, Gillawarna Festival for creative arts, PSSA sporting competition, K–2 Sports Day.
- Provision of parent workshops in literacy, numeracy, technology and speech therapy.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of classroom teachers are implementing core programs in technology.	<ul style="list-style-type: none"> <li>• Technology skills are embedded across the curriculum in all classrooms.</li> <li>• A K–6 Technology Committee coordinates teacher professional development and recommends purchase of hardware/software to meet our school needs.</li> </ul>	<p><b>*RAM FUNDING: SOCIO-ECONOMIC</b></p> <ul style="list-style-type: none"> <li>• Technology \$154000</li> <li>• Excursions/Incursions \$50000</li> <li>• Resources \$23750</li> <li>* Well Being Services \$49600</li> </ul> <p>*Community Consultation Funding \$21392</p> <p>* Refer to <b>KEY INITIATIVES</b> section of this report.</p> <ul style="list-style-type: none"> <li>• Computer Coordinator Allocation \$32084</li> </ul>
ICT skills are embedded in teaching and learning programs and delivered in a systematic and sequential manner through the K–6 ICT Scope and Sequence.	<ul style="list-style-type: none"> <li>• K–6 Scope and Sequence has been uploaded as a Google document to encourage ongoing feedback and review.</li> <li>• The delivery of ICT skills across the curriculum is supported by additional purchase and access to laptops .</li> </ul>	As above
20% increase in parent involvement in workshops, response to surveys, use of school website, membership of P&C and school committees.	<ul style="list-style-type: none"> <li>• Increase in parent involvement in workshops, particularly for numeracy, literacy and speech pathology.</li> <li>• Parent satisfaction surveys/feedback positive about school policies/processes and their child's progress.</li> <li>• Role of Arabic–Assyrian CLO (Community Liaison Officer) recognised and valued by school community.</li> </ul>	As above

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Student/parent responses to 'Tell Them From Me' surveys indicate positive measures associated with school and classroom effectiveness indicators (as compared with NSW norms).</p>	<p>Student 'Tell Them From Me' Survey 1 measured 20 indicators based on research on school and classroom effectiveness.</p> <p>Overall student responses were positive. For example:</p> <ul style="list-style-type: none"> <li>• 90% of our students try hard to succeed – NSW norm 88%</li> <li>• 93% of our students had positive behaviour – NSW norm was 83%</li> <li>• 95% of our students valued School Outcomes – NSW norm was 96%</li> <li>• 84% of our students were interested and motivated – NSW norm was 78%</li> <li>• Positive teacher–student relations were rated 8.4 out of 10 – NSW norm was 8.4 out of 10.</li> <li>• School staff emphasises academic skills and hold high expectations was rated 9 out of 10 – NSW norm was 8.7 out of 10.</li> </ul>	<p>As above</p>

## Next Steps

- Extend ICT skills through the introduction of coding programs.
- Review Anti–Bullying Policy.
- Extend **Tell Them From Me** surveys to include opportunity for parent participation.
- **Refugee Leadership Strategy Plan** to include improved transition processes and provision of opportunities for refugee families and community members to participate in the life of the school.
- Utilise funding to subsidise all K–6 excursions/incursions in order to increase learning opportunities/student engagement.
- **Childhood Obesity/Physical Activity**: Introduce strategies such as Stage 3 gymnastics program with pre–post improvement measures; Year 6 individual fitness programs; planned lunch physical activities; Premier's Sporting Challenge in order to improve obesity and physical activity levels.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Refer to Strategic Directions 1/2/3.</p> <p>All students have an individual learning pathway (ILP) which has been developed through partnerships with students and families and students are making progress across the literacy and numeracy continuums.</p> <p>Improved attendance, participation and engagement in learning evident.</p> <p>Strengthened support for Aboriginal students at Year 6–Year 7 transition point. Involved in Ngara Wumara Research Project which is linked to improving outcomes for gifted and high–ability Aboriginal students.</p> <p>Ongoing goal is to improve outcomes so that Aboriginal students achieve educational outcomes that match or better the outcomes of 'all students'.</p>	<p>\$9534 (salaries/resources)</p>
<b>English language proficiency</b>	<p>Refer to Strategic Directions 1/2/3.</p> <ul style="list-style-type: none"> <li>• Specialist staff employed to meet the English language needs of EAL/D students.</li> <li>• Staff capacity enhanced through professional learning about EAL/D pedagogy and practice.</li> <li>• EAL/D teachers worked collaboratively with class teachers and members of the LST to monitor progress and work towards positive learning outcomes for our students.</li> <li>• Three Intensive Language classes (Years 1–2, Years 3–4 and Years 5–6) formed to meet new arrival/refugee student needs.</li> <li>• Arabic–Assyrian Community Liaison Officer (CLO) communicated effectively with parents and assisted in parent workshops.</li> </ul>	<p>\$61213 (salaries/resources)</p> <p>5.4 teaching staff allocation (\$550913)</p>
<b>Low level adjustment for disability</b>	<p>Refer to Strategic Directions 1/2/3.</p> <p>Individual support provided to increase the level of student outcomes and engagement in learning.</p> <p>School learning support officers/speech pathologists/support teachers identified students and developed programs to improve student/learning outcomes.</p> <p>LSTs focused on student needs including Individual Learning Pathways (ILPs).</p> <p>Collection of NCCD data highlighted students requiring adjustments to their learning programs.</p> <p>Professional development in relation to differentiating the curriculum supported teachers in meeting student needs.</p> <p>Engaged students and parents in consultative and collaborative processes to personalise learning.</p>	<p>\$70012 (salaries/resources)</p> <p>1.4 teaching staff allocation (\$142829)</p>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>The QTSS initiative aims to ensure all our students benefit from high quality teaching and learning practices.</p> <p>We used our staffing entitlement to provide release time for members of the school executive to establish mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management.</p>	<p>QTSS staffing allocating of 0.691 (approximately 3 days per week)</p>
<p><b>Socio-economic background</b></p>	<p>Refer to Strategic Directions 1/2/3.</p> <p>Focus on literacy and numeracy as the foundations for learning.</p> <p>Targeted support provided to maximise student outcomes through quality teaching and learning. Strategies included:</p> <ul style="list-style-type: none"> <li>• Employing 7 school learning support officers to provide individual/small group learning support.</li> <li>• Employing extra teachers to reduce class sizes.</li> <li>• Executive release to model/support/team teach with classroom teachers.</li> <li>• Employed two speech pathologists to support K–2 students and provide teacher professional development.</li> <li>• Upgrading literacy, numeracy and technology resources.</li> <li>• Subsidised K–6 excursions/incursions to increase learning opportunities/student engagement.</li> </ul>	<p>\$769498</p> <ul style="list-style-type: none"> <li>– salaries \$750000</li> <li>– resources \$340750</li> <li>– technology \$154000</li> <li>– excursions/incursions \$50000</li> </ul> <p>* balance covered by carried over funds from 2015.</p> <p>1.9 staffing allocation (\$193840)</p>
<p><b>Support for beginning teachers</b></p>	<p>All permanent beginning teachers receive additional support in the first two years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with an experienced colleague.</p>	<p>\$8160</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>*Refer to Strategic Directions 1/2/3.</p> <ul style="list-style-type: none"> <li>• Support aimed at providing intensive English language and learning support/transition to school.</li> <li>• School Learning Support Officer (Ethnic) assisted class teachers by providing support to newly-arrived students including first language support where appropriate and acted as a point of contact for parents.</li> <li>• EAL/D and specialist staff provided intervention and support.</li> <li>• Teacher professional development via courses such as: <ul style="list-style-type: none"> <li>– 'Teaching Refugees in my Classroom'</li> <li>– 'Promoting Positive Behaviour and Learning: Assisting Refugee Students at School'</li> </ul> </li> <li>• Parent workshops with a focus on literacy, numeracy and speech pathology.</li> <li>• Important school information is provided in a range of languages.</li> <li>• Interpreters are used as appropriate when required.</li> </ul>	<p>\$82099 (salaries/resources)</p>

<b>Flexible Funding Wellbeing Services</b>	Our focus has been linked to whole school approaches to physical health and fitness, peer support and mentoring, student leadership, social skills and citizenship. All staff have undertaken mandatory training to comply with legislative and policy requirements in order to support the wellbeing of our students.	\$49600 – salaries.
<b>Community Consultation Funding</b>	<p>Funding is provided to help facilitate and strengthen school based local decision making.</p> <p>Our school, via P&amp;C meetings, parent surveys and teacher focus groups continues to review the effectiveness of two-way communication between our families and the school.</p>	\$21392 (funds received in September 2016)

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	465	479	504	469
Girls	431	458	489	468

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

In 2016 our school had an enrolment of 937 students. 92% of our students are from a language background other than English representing over 48 different cultural groups. Approximately 220 of our students are recognised as coming from a refugee background.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	93.6	94.1	93.9
1	92.7	94.2	92.4	95.3
2	93.5	95.6	93.1	92.7
3	95.6	94.4	93.9	94.4
4	94.9	95.6	94	93.6
5	95.1	95.4	94.9	93.7
6	94.7	94.9	94.8	92.8
All Years	94.4	94.8	93.9	93.8
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

School attendance rates compared favourably with the state attendance rates. A significant number of our families take extended periods of leave in order to visit family living overseas.

Student absence is monitored on a daily basis. Any patterns of non-attendance are reviewed by the school in consultation with families. Incidents that cause concern are reported to the Home School Liaison Officer (HSLO) for intervention.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.1
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.4
Teacher of ESL	5.4
School Counsellor	1
School Administration & Support Staff	5.87
Other Positions	1.9

\*Full Time Equivalent

During 2016 we had no member of staff who identified as being of Aboriginal background.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20



## Professional learning and teacher accreditation

The NSW public education system is committed to providing an education that fully develops the talents and capacities of all students. Professional learning is recognised as a major contributing factor for improving the learning outcomes of students.

A total of \$49748 was allocated during 2016 to professional learning. This was a tied amount received to support professional learning within our school.

Additional professional learning opportunities were offered by various consultants (numeracy, speech pathology) employed with the use of RAM (Resource Allocation Model) funding.

Professional learning courses/activities were mainly associated with one of the following categories: beginning teachers, use of ICT (information–communication technology) for teaching and learning, literacy and numeracy, quality teaching, syllabus implementation, career development, welfare and equity.

Mandatory sessions on child protection, anaphylaxis training, emergency care and CPR were held during 2016.

All staff members participated in five school development days held in 2016. Focus areas for our school development days included:

- K–6 Reading
- K–6 Mathematics
- Learning Intentions–Success Criteria–Student Feedback
- Interpreting data such as NAPLAN/PLAN and its use for improving student learning outcomes in literacy and numeracy.
- Effective use of ICT software/hardware to improve student learning outcomes.
- Aspects of NSW Quality Teaching Framework/5E Programming Method.

During 2016 our school had five early career teachers complete their formal accreditation based on the **Australian Professional Standards for Teachers**.

Our school staff also included early career teachers who have already achieved accreditation but are now involved in the process of maintaining their accreditation at Proficient standard.

## 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.

Income	\$
<b>Balance brought forward</b>	<b>2 274 914.42</b>
Global funds	508 429.97
Tied funds	1 211 977.70
School & community sources	86 971.15
Interest	31 891.55
Trust receipts	10 363.95
Canteen	0.00
Total income	4 124 548.74
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	0.00
Excursions	2 978.18
Extracurricular dissections	5 500.02
Library	613.60
Training & development	0.00
Tied funds	1 138 115.28
Short term relief	53 998.37
Administration & office	81 149.39
School-operated canteen	0.00
Utilities	43 749.45
Maintenance	34 449.37
Trust accounts	7 778.35
Capital programs	56 416.36
Total expenditure	1 424 748.37
<b>Balance carried forward</b>	<b>2 699 800.37</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	2 795 434.84
(2a) Appropriation	2 735 077.62
(2b) Sale of Goods and Services	23 329.74
(2c) Grants and Contributions	31 590.07
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	5 437.41
<b>Expenses</b>	-731 371.85
Recurrent Expenses	-731 371.85
(3a) Employee Related	-425 991.34
(3b) Operating Expenses	-305 380.51
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	2 064 062.99
<b>Balance Carried Forward</b>	2 064 062.99

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.

Available funds will be utilised in 2017 to cover aspects such as:

- increased staffing levels to support educational programs.
- employment of speech pathologist, occupational therapist, numeracy consultant, technology consultant.
- subsidising or covering all K–6 excursions and incursions.
- capital expenditure including extra artificial turf for our playground, professional pinboard wall coverings K–6, increased technology, extra maintenance (carpets/painting) and landscaping works.

## 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>	5 519 379.34
Base Per Capita	53 275.63
Base Location	0.00
Other Base	5 466 103.71
<b>Equity Total</b>	1 797 837.86
Equity Aboriginal	9 534.16
Equity Socio economic	963 337.19
Equity Language	612 125.28
Equity Disability	212 841.23
<b>Targeted Total</b>	107 269.44
<b>Other Total</b>	104 695.88
<b>Grand Total</b>	7 529 182.52

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.

### Year 3:

58% of our students were in the top two bands for Grammar and Punctuation compared to 53% of the State.

36% of our students were in the top two bands for Reading compared to 31.5% for SSG (Similar School Group) and 52% of the State.

61% of our students were in the top two bands for Spelling compared to 55% of the State.

59% of our Year 3 students were in the top two bands for Writing compared to 54% of the State.

### Year 5:

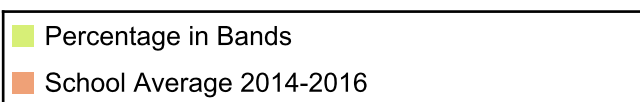
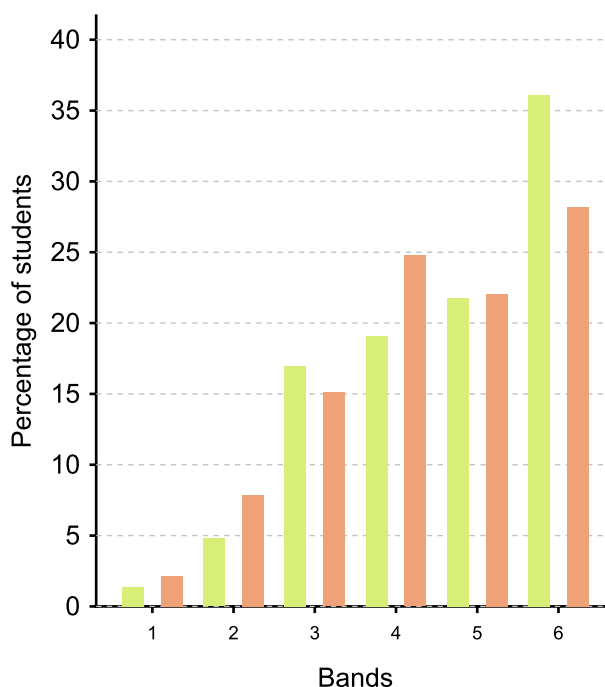
40% of our students were in the top two bands for Grammar and Punctuation compared to 41% of the State and 25.3% of SSG.

23% of our students were in the top two bands for Reading compared to 39% of the State and 21% of SSG.

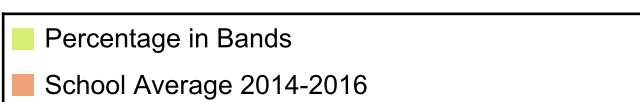
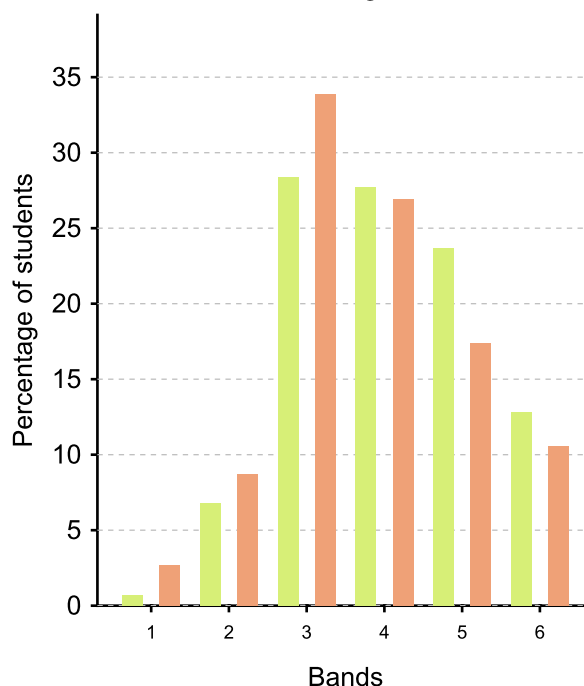
37% of our students were in the top two bands for Spelling compared to 33% of the State.

24% of our students were in the top two bands for Writing compared to 19% of the State.

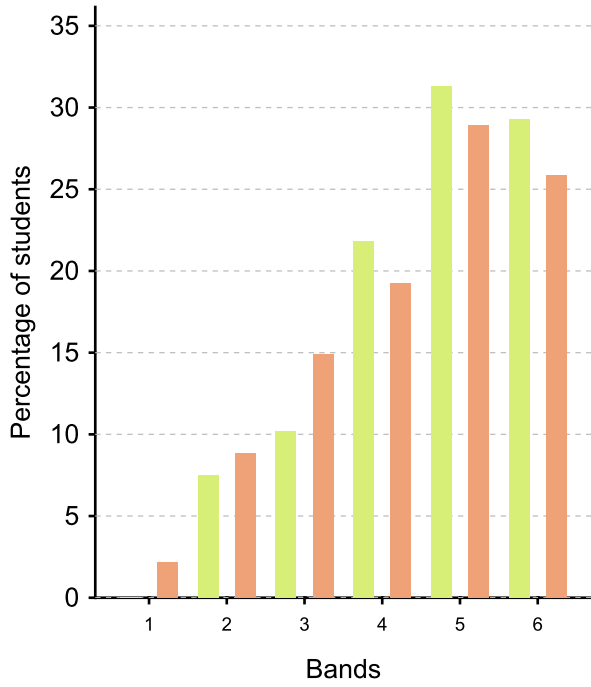
**Percentage in bands:**  
Year 3 Grammar & Punctuation



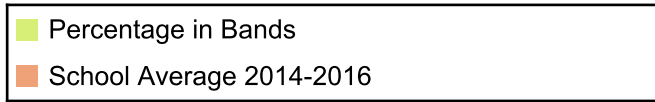
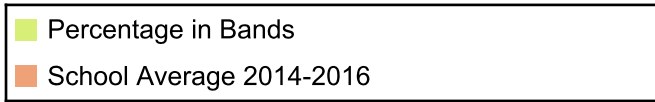
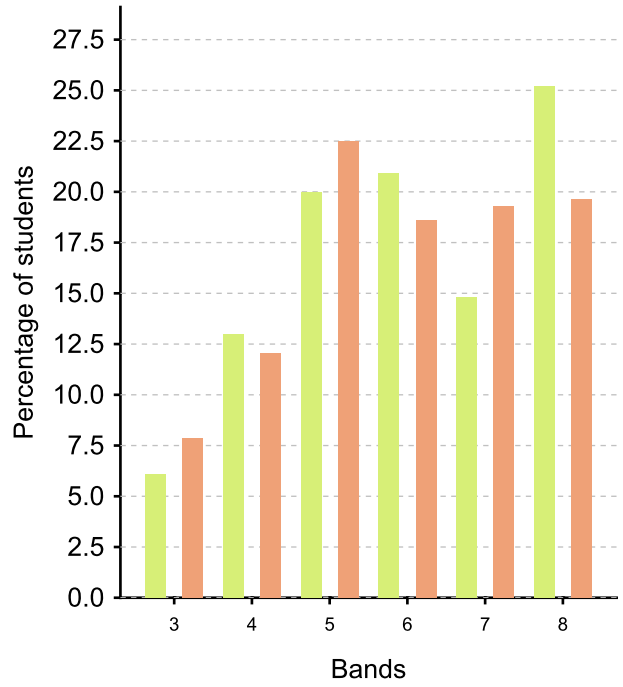
**Percentage in bands:**  
Year 3 Reading



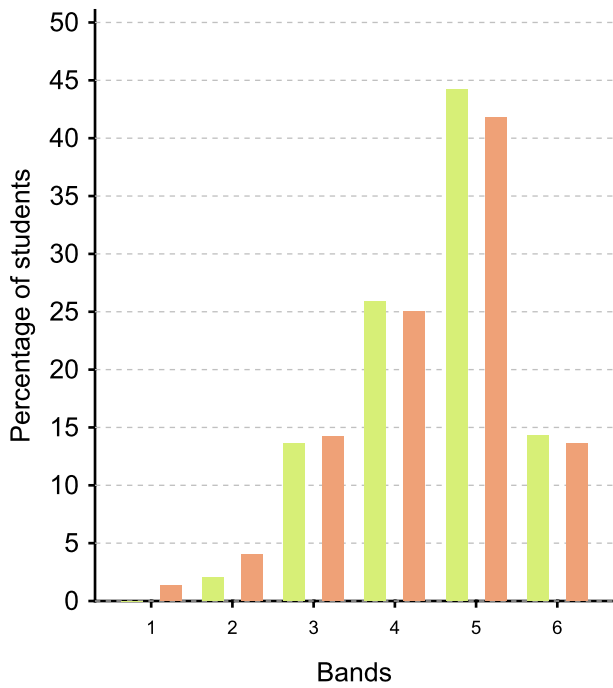
**Percentage in bands:**  
Year 3 Spelling



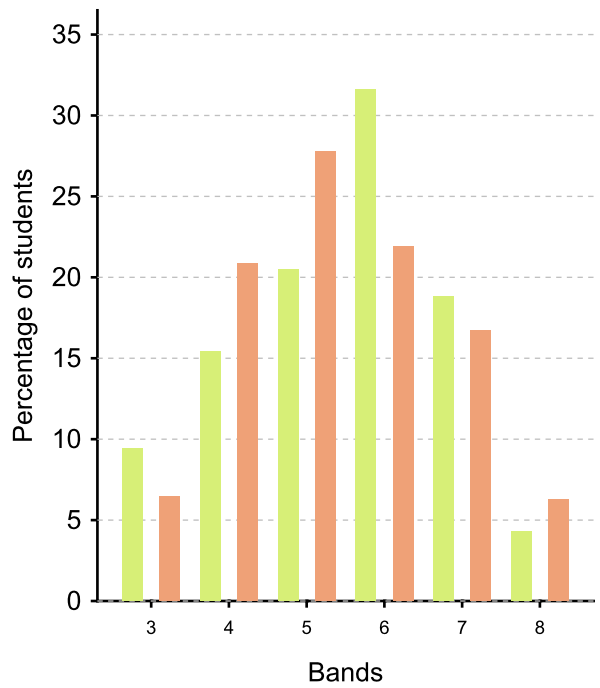
**Percentage in bands:**  
Year 5 Grammar & Punctuation



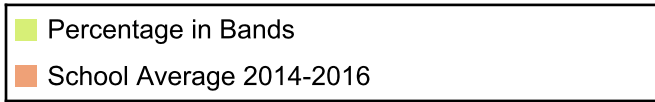
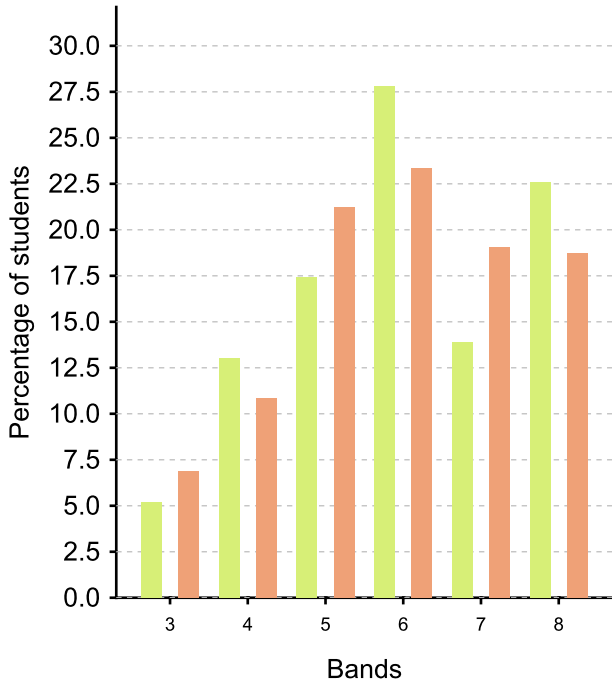
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading



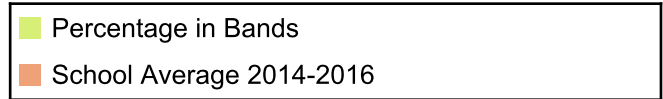
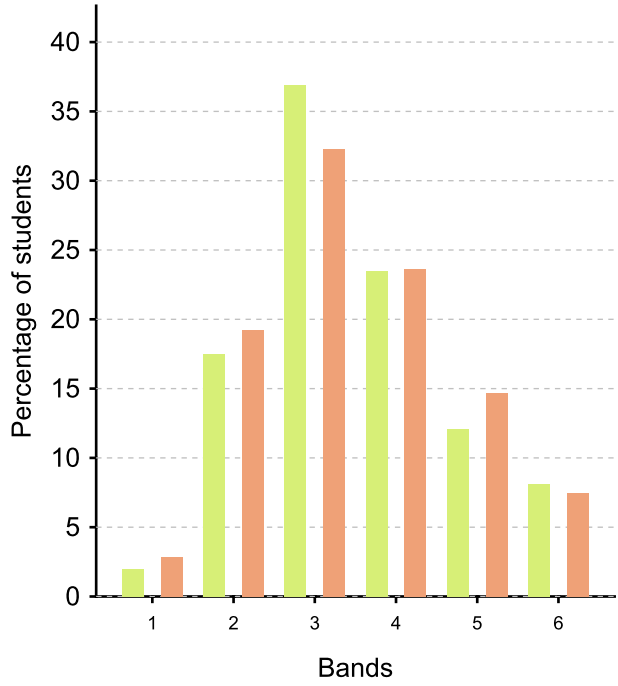
**Percentage in bands:**  
Year 5 Spelling



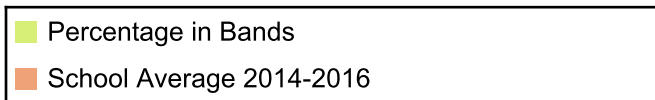
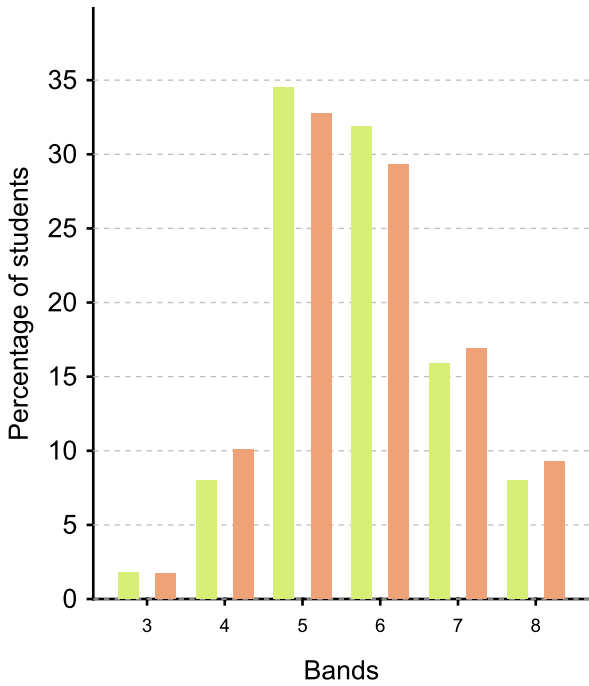
20% of our Year 3 students were in the top two bands for Numeracy compared to 39% of the State and 20.1% of the SSG.

27% of our Year 5 students were in the top two bands for Numeracy compared to 51% of the State and 14.7% of SSG.

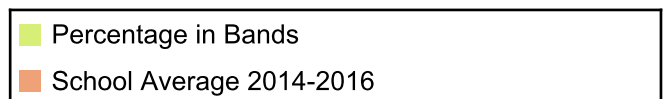
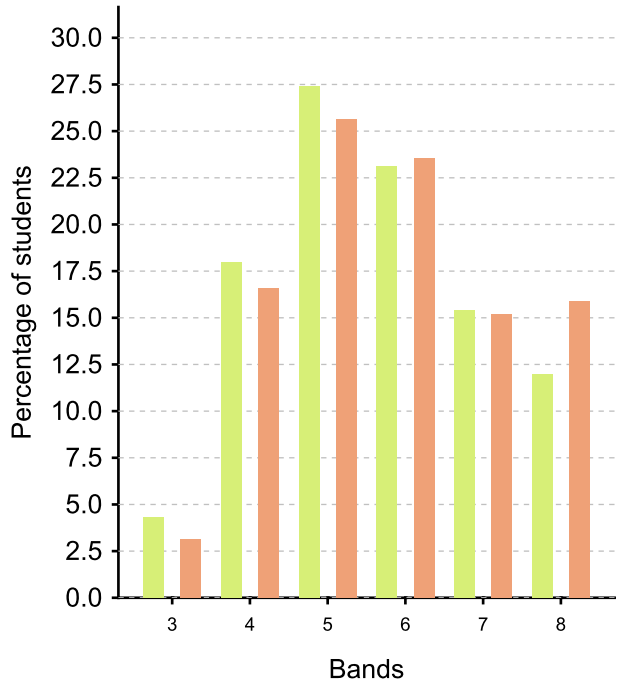
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



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.>

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Evaluation strategies used to collect information included surveys, focus group discussions, individual discussions and staff/student meetings.

Surveys used in 2016 included:

- **Tell Them From Me:** "Focus on Learning" Teacher Survey (based on 'Eight Drivers of Student Learning'.)
- **Tell Them From Me:** Stage 2 and 3 student survey.
- DoE Survey: **Quality of School Life.**

Majority of parents believe:

- Teachers at this school expect my child to do his or her best.
- Teachers at this school provide my child with useful feedback about his or her school work.
- Teachers at this school treat students fairly.
- This school is well maintained.
- My child feels safe at this school.
- I can talk to my child's teacher about my concerns.
- My child likes being at this school.
- This school looks for ways to improve.
- Teachers at this school motivate my child to learn.
- My child's learning needs are being met at this school.

The above beliefs from our 2016 surveys reinforce results from our 2015 parent surveys/focus group discussions.

\*Student and teacher 'Tell them From Me' survey responses are reported in the self-assessment summary section of the Annual Report.

## Policy requirements

### Aboriginal education

The NSW Department of Education is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

Individual education plans were developed for our Aboriginal students. The individual plans were developed collaboratively by parents, students and our Learning Support Teams.

All K–6 teaching–learning programs included Aboriginal education cross–curriculum perspectives. Teachers implemented the 8 Ways of Learning pedagogy in the classroom. Student outcomes focused on educating all students about Aboriginal history, culture and contemporary Aboriginal Australia.

Aboriginal students were supported through key transition points such as 'starting Kindergarten' and 'moving to high school from Year 6'.

'Acknowledgement of Country' is a standard school protocol in all formal events.

\*\* Also refer to achievements in 'Key Initiatives' section of this report.

### Multicultural and anti-racism education

Students with limited English language proficiency need high quality teaching programs to develop English proficiency.

English as an Additional Language or Dialect (EAL/D) learners are students whose first language is a language or dialect other than English and who require additional support to assist them to develop English language proficiency.

92% of our students come from a language background other than English (LBOTE).

During 2016 our school supported over 220 refugee students.

The school participated in the **Refugee Intensive English Program**. The program's aim is to provide initial intensive English instruction for newly arrived refugee students in order to better prepare them for mainstream education programs. It also aims to support the settlement of refugee students at school.

The school formed Intensive Language classes for refugee students in Year 1–2, Year 3–4 and Year 5–6 and reported their progress using the EAL/D learning progression phases and ESL Scales.

Parents/carers of EAL/D students in our intensive English groups received specific reports reflecting progress and outcomes.

Funding was used to employ an Assyrian–Arabic ethnic aide who communicated effectively with LBOTE parents and also assisted in parent workshops about school policies and programs.

The NSW Department of Education rejects all forms of racism. Our school has a trained Anti–Racism Contact Officer (ARCO).

\*\* Also refer to achievements in 'Key Initiatives' section of this report.