

Fairy Meadow Public School Annual Report



2017



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Introduction

The Annual Report for 2017 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.

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Message from the Principal

2017 was another exciting and dynamic year of cultural change for Fairy Meadow Demonstration School (FMDS), building upon the strong foundations of many new programs, initiatives and ideas which occurred in 2016. Transformations continued over the 2016 Christmas holidays with FMDS busy again with structural and physical enhancements receiving an external paint with a new and a fresh updated colour scheme, including our school colours of gold and black. 2017 also saw our K–2 playground, seating and corridors receiving yellow paint markings and all Stage 3 classrooms and our Library having air-conditioning installed ready for Day 1 2018 and the summer's hot and humid days. Our Sensory Garden continued to grow with new synthetic surfaces and specialised playground equipment. "New, colourful and funky" furniture was added to our classrooms, Blue and Green Room and Library as part of our flexible learning spaces program. This innovative program provides opportunities for students to learn in a more comfortable setting as an individual or as part of a group. A wide range of toys and games were also purchased for the Library, Blue and Green Rooms for those children who like to sit quietly inside rather than run around outside. In our classrooms, the teachers supported by our non-teaching staff worked tirelessly teaching our amazing children in two preschool classes which were full with 20 children in each class; in our 13 K–6 mainstream classrooms and our 4 support classes of children with intellectual and physical disabilities. Our office staff, led by the expertise of Mrs Kearns, ensured the smooth and efficient operations of FMDS and most importantly strongly supported the children, staff, parent community and wider school community. FMDS teachers and children not only covered all 6 key learning areas in the primary curriculum and a multitude of extra-curricular activities across many sports, cultural, special events and activities, but continued a strengthening focus on literacy and numeracy. Teachers and students are to be congratulated on their efforts and hard work as identified in the evidence of improvements across all test areas in all years in the 2017 NAPLAN. FMDS, as one of only four demonstration schools in New South Wales, again welcomed over 250 2nd Year DEMS pre-service students from the University of Wollongong on Thursdays during Term 2 and Term 3. FMDS teachers also participated in marking student assignments and guest lectures in our school hall. The outstanding success of this program and the close partnership between the University and FMDS will see this program extend to 3rd Year students in 2018. FMDS prides itself as being truly unique among all 2500 public schools in New South Wales. We are a busy, complex and diverse public school with children from 42 nationalities and cultures in our preschool, mainstream and support classes, where all students, staff and community ensures our student "Learn to Live". Congratulations FMDS on another "stella" year !!!!

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 and participated in an External Validation. 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 the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process are evidenced by the FMDS External Validation which took place in Term 4, 2017 that successfully validated our school's progress against all 14 elements of the School Excellence Framework. The validation team congratulated FMDS on knowing exactly where FMDS was plotted and providing consistent evidence in all three domains of Learning, Teaching and Leading to the External Validation panel.

In the domain of **Learning** FMDS was focussed on the elements of Culture, Wellbeing, Curriculum and Assessment. We have continued to develop a culture of explicit teaching and engaged learning at FMDS ensuring strong skills in literacy and numeracy supported by Reading Recovery, Teaching Early Numeracy Strategies (TENS) and The Language, Literacy and Learning (L3) Program. These programs are fundamental to our early literacy and numeracy development and ensure a strong base of knowledge for later learning across all key learning areas. Positive Behaviour for Learning (PBL) is a strength in the school and contributed to enhanced relationships across our school community. FMDS is supported by a highly responsive Learning Support Team, dynamic Aboriginal Education Team and complemented by a wide range of personal development, K-6 P.D. Groups, fitness, sport, flexible learning spaces, play resources and safety programs, all of which have contributed to an integrated approach to improved and positive student wellbeing.

Future directions in the domain of Learning will include continuing focus on Growth Mindset, formative assessment, wellbeing and flexible learning spaces and learning pedagogy. FMDS will also revisit our Data and Curriculum Plans, PLaN and the Literacy and Numeracy continuums in view of the implementation in 2018 of the new Learning Progressions.

In the domain of **Teaching** we have focussed on Effective Classroom Practice, Data Skills and Use and Collaborative Practice. Through fortnightly Staff Meeting Teacher Professional Learning (TPL) and Stage Team Meetings all teachers P-6 share a strengthening focus on assessment, in particular, formative assessment and elements of the "Visual Learning" pedagogy. A renewed focus is evident on using data to inform and guide teaching practice and to differentiate

learning opportunities for all students ensuring students are tracked effectively on the Literacy and Numeracy Continuums. This has been achieved through the collaborative efforts of teachers focusing upon a deeper understanding of where their students are at in their learning, where they need to go next and how teachers will support them to reach their potential. This journey of professional teacher learning is reflected in teachers' professional development plans, goals and evidence sets.

Future directions in the domain of Teaching will include collaborative professional learning around evidence based best practice in accreditation, induction, leadership development and staff professional development. A strong focus will continue on data collection, analysis and use to inform teaching and learning programs. This aims at improved student learning outcomes in both internal and external data sources including NAPLAN, and ensuring growth for our "middle to top" achievers with targeted enrichment programs as well as continuing to support all students at their individual ability and interest levels.

In the domain of **Leading**, exciting and professionally rewarding opportunities have been afforded to current school executive and identified aspiring leaders across a range of roles and responsibilities related to the leadership team for the External Validation, leading and driving school teams eg. Learning Support Team, PBL Team and Aboriginal Education Team and relieving in higher duties for extended periods of time over 2017 as Relieving Assistant Principal in all three mainstream stage teams, P-2, Stage 2 and Stage 3. In the domain of Leading our major focus areas have been in School Planning, Implementation and Reporting and Leadership. All teachers have engaged with the Australian Professional Teaching Standards, developing personal and professional goals focused on the achievement of the FMDS School Plan priorities and have both received and given support and feedback to their colleagues through professional dialogue, sharing, collaboration and classroom observations.

Future directions in Leading will include leadership development and building leadership capacity, collaborative decision making to inform the development and implementation of the 2018–2020 FMDS School Plan and the newly initiated Learning Facilitator and peer coaching role and responsibilities across all three mainstream stages. FMDS will also investigate new and improved strategies to increase feedback to inform teaching, learning and school effectiveness.

Our self–assessment and the external validation process will inform FMDS in evaluating and refining our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

- Action Plan for formative assessment developed and delivered to whole staff.
- Whole staff TPL on formative assessment with regular trialling and feedback opportunities provided.
- All staff and students K–6 consistently participating in formative assessment strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>*Formulate and implement QT School Action Plan for "Professional Growth Through Reflection and Feedback" via teacher, peer and self–assessment strategies.</p> <p>*Revise and update School data and School Curriculum Plans.</p> <p>*PLAN and NAPLAN data used to inform teaching and learning practices with particular emphasis on Aboriginal children.</p> <p>*All teachers demonstrate deeper understanding and knowledge of Quality Teaching Model evident in classroom teaching practices, teacher programming reviews, PDP's evidence samples, meeting agendas and minutes.</p>	<ul style="list-style-type: none">• QTSS \$ 31,183 (Mentoring and coaching, Learning Facilitator).• Low Level Adjustment \$ 55,820 (Flexible Staffing for teacher relief, SLSO and LAST support).• Socio–Economic Background \$91,906 (Flexible Staffing for teacher relief, SLSO and LAST support).	<ul style="list-style-type: none">• Staff implemented and followed the FMDS Data and Curriculum plans and used evidence based data to identify student learning needs and drive teaching and learning programs.• NAPLAN support groups established Years 2, 4, 6 to support students in targeted areas of Literacy and Numeracy.• Information on PDP's distributed to Team Leaders, including goal setting, school plan focus, evidence collection, time frame and checklist.• PDP goals set in consultation with Team Leaders. Checklist completed by staff to ensure clear guidelines of what is required. Teacher Observation, focus and time frame established and all information sent to Principal by end Term 1.• School Curriculum Plan is updated for Science, History and Geography K–6 ready to add KLA focus of PE, PD, Health.• All teaching staff plot student on PLAN, use and update student data following School Data Plan.

Next Steps

- New 2018 Learning Facilitator role and responsibilities to be evaluated.
- New UOW EDPD 201 and EDPD 301 to be evaluated.
- Staff accreditation processes to be monitored in terms of PDPs and NESA policies and procedures.
- Monitor and evaluate 2018 School Plan to inform 2019–2020.

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

- PLPs added to Faculty server in a new process with access available to all staff to ensure more effective access, implementation, monitoring and evaluation of PLPs.
- 3 weekly reviews conducted by Learning Support Team providing all teachers an opportunity to update staff on student progress and provide information and sharing to further support targeted students.
- Flexible learning spaces updated with signage, equipment, furniture and resources to ensure inclusivity, engagement for all student K-6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>*100% of students reflect on assessment and reporting processes and feedback and can articulate their learning goals.</p> <p>*All Aboriginal students' PLPs are completed with revised 2017 goals.</p> <p>*Year 4 and Year 6 student's focus on identified 2016 NAPLAN targets.</p> <p>*Individual reviews and early interventions to Learning Support Team every 5 weeks.</p> <p>*100% of staff participate in professional learning sessions to effectively develop their knowledge and understanding of school based systems.</p> <p>*Existing flexible learning spaces are redesigned and updated for all students P-6.</p>	<ul style="list-style-type: none">• QTSS \$ 31,183 (Mentoring and coaching, Learning Facilitator).• Low Level Adjustment \$ 55,820 (Flexible Staffing for teacher relief, SLSO and LAST support).• Socio-Economic Background \$91,906 (Flexible Staffing for teacher relief, SLSO and LAST support).	<ul style="list-style-type: none">• Quality teaching and professional practice were evident in every learning environment.• All students were provided with opportunities to connect, succeed and thrive.• Students' stages of learning and development incorporated successful transitions to their stages of schooling.• Teaching and learning experiences and the organisation of the school are undergoing redesign in order to address the needs of the 21st century learner.• Positive Behaviours for Learning expectations were implemented across the school guiding consistent behaviour expectations.• Teachers utilised the eight in-class strategies from PBL to maximise student engagement and a dynamic learning environment.

Next Steps

- Teaching and learning experiences and the organisation of the school need further redesigning to address the needs of 21st century learners, e.g. seating at engine rooms, storage of student equipment and desks within classrooms; flexible learning spaces updated for students to thrive, succeed and connect.
- Positive Behaviours for Learning expectations are constantly implemented across the school so this does not need to be a future priority.

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

- Increased enrolments from 2016–2017, especially in Preschool and Kindergarten (approximately 65%), demonstrated the effectiveness of a wide range of new strategies initiated in 2016 to enhance school culture, strengthen school communication and relationships, promote the profile and reputation of FMDS;
- New, more personal strategies included Kinder mail box drop, Kinder team visiting and presenting at local preschools, improved and increased Preschool, Kinder Orientation and Transition programs, FMDS Preschool, Kindergarten and K–6 Parent Information Booklets, school signs and posters, Facebook and school website design, regular and increased information provided to the school community and wider community;
- Staff Meeting Teacher Professional Learning (TPL), Executive Team, Stage Team, School Teams (including PBL, Learning Support, Aboriginal Education) Meetings minutes demonstrate increased collaborative and consultative decision making processes;
- External Validation processes and leadership team consultation over three terms in 2017 promoted and achieved collaborative decision making and improved school planning;
- Increased parental and community participation evidenced in school programs, special events and Parent–Teacher Meeting attendance data, University of Wollongong partnership programs; and
- All staff access FMDS faculty server for school information, PDPs, Aboriginal Education PLPs and resources.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>*Build greater consultative processes to evaluate 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>*100% staff learning of relevant intercultural understanding.</p>	<ul style="list-style-type: none"> • ESR \$1300 • Preschool–Kinder teacher relief \$3500 • External Validation teacher relief \$12,000 • Skoolbag, Newsletter etc \$3500 • Aboriginal Education, ESL teacher relief and resources \$6,500 	<ul style="list-style-type: none"> • Teacher, student and parents feedback was collected to evaluate new student reports as part of ongoing changes and improvements. • Parent and community involvement in FMDS programs and activities increased in 2017 although low P&C membership is a concern. • Approximately 78% of parents attended parent–teacher meetings throughout 2017. • All staff have access to the internal faculty server, in particular with Multicultural Education, Aboriginal Education PLPs and resources.

Next Steps

- Increased enrolments from 2016–2017, especially in Preschool and Kindergarten (approximately 60%), demonstrated the effectiveness of a wide range of new strategies initiated in 2016 to enhance school culture, strengthen school communication and relationships, promote the profile and reputation of FMDS.
- Engaged Community strategies now embedded across school programs and operations and no longer required as a specific strategic direction.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$11,913	<ul style="list-style-type: none"> * Active new Aboriginal Education team driving Aboriginal Education P–6 with two regular meetings each term, Planning Days. * Administration and Staff Meeting TPL workshops. * Reconciliation Week Botanical Gardens excursion, Morning Tea, Public Speaking and Reconciliation Walk at Bellambi P.S. * NAIDOC Week program and playground happenings each day. * Aboriginal PLPs and sharing resources on Faculty Server. * Mural, workshops and official opening, smoking ceremony, BBQ. * FMDS represented at every NIAECG Meeting.
English language proficiency	\$49,975	<ul style="list-style-type: none"> * Flexible staffing of ESL and EAL/D to support teachers and targeted students. * Harmony Day Program with traditional clothing and food in all classrooms. * Multicultural perspectives strongly supported within FMDS 42 cultures (32% enrolments).
Low level adjustment for disability	\$55,820	<ul style="list-style-type: none"> * Flexible staffing of SLSO and LAST support for teachers and targeted students. * Active and supportive Learning Support Team meeting minutes, detailed timetables and rosters, action plans and follow up.
Quality Teaching, Successful Students (QTSS)	\$31,183	<ul style="list-style-type: none"> * Flexible staffing for teachers, Executive and aspiring leaders to support mentoring, coaching.
Socio–economic background	\$91,906	<ul style="list-style-type: none"> * Flexible staffing of SLSO and LAST support for teachers and targeted students. * Active and supportive Learning Support Team meeting minutes, detailed timetables and rosters, action plans and follow up. * Targeted resources and support for identified students and families.
Targeted student support for refugees and new arrivals	\$1365	<ul style="list-style-type: none"> * Targeted support and resources for identified students and families.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	218	202	207	206
Girls	156	167	167	170

Student enrolment in 2017 increased significantly from 2016, to the highest student enrolment in a decade and arresting a steady decline in enrolments over the same period. Kindergarten, in particular, increasing approximately 65% from 31 Kinders in 2016 to 52 Kinders in 2017 as a result of a wide range of new programs introduced in 2016 within Strategic Direction 3 – Engaged Community. FMDS Preschool was also full for the first time in many years with 20 children in each of the two classes. FMDS started 2016 only one student from losing a teacher. 2017 started only one student from gaining a new teacher and class. 2015–2016 student enrolment increased by 5 children from 369 to 374. In 2017 student enrolment peaked at 423, an increase of 49 children or 13% in only one

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	93.3	94.6	93
1	95.3	95	90.9	94.8
2	95.8	93.2	93.8	91.9
3	94.6	94.6	94.5	95.3
4	96	93	93.9	94.7
5	94.1	94.7	92.9	94.5
6	94.6	91.7	93.2	93.8
All Years	95.3	93.6	93.4	94
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance at FMDS is equal to and above network and state average attendance data. Non-attendance from a small number of students and families is closely monitored following department policies and guidelines. Due to the significant multicultural nature of FMDS with over 42 different nationalities and cultures, a large number of students and families undertake extended overseas holidays returning to their native countries. These students are monitored through the Application for Extended Leave – Travel policy and procedures.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	15.92
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0.8
School Administration & Support Staff	8.22
Other Positions	0

*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	100
Postgraduate degree	30

Professional learning and teacher accreditation

In 2017 all teachers and non-teaching staff engaged with the Australian Professional Standards for Teachers

through participation in the Performance and Development Program. Leadership training and opportunities were extended to the school executive and several aspiring leaders to lead and drive school teams, stage teams and the External Validation leadership team over 4 terms.

In 2017, \$35,949 was spent on professional learning for teaching and non-teaching staff. Teachers participated in a wide range of professional learning related to curriculum knowledge, L3, TENS and Positive Behaviour for Learning. Our Teacher-Librarian attended OLIVER training. All teachers and non-teaching staff were involved in mandatory training in Child Protection, Health & Safety, CPR and Emergency Care First Aid, Anaphylaxis and Asthma with registered trainers.

School administrative staff participated in school financial and student management training in the new SAP and SALM systems. Some teachers and non-teaching staff participated in health care training for identified students in our support classes and some mainstream student.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	167,929
Revenue	4,055,027
Appropriation	3,945,388
Sale of Goods and Services	45,179
Grants and Contributions	62,543
Gain and Loss	0
Other Revenue	0
Investment Income	1,918
Expenses	-3,863,717
Recurrent Expenses	-3,863,717
Employee Related	-3,602,825
Operating Expenses	-260,892
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	191,310
Balance Carried Forward	359,239

In 2017, FMDS, as a Group 4 school transitioned from the old OASIS finance and student management system to the new Learning Management and Business Reform (LMBR) finance and student management system. As a year of transition, FMDS administrative staff undertook a range of training following 2016 LMBR training at FMDS as a training hub for all Wollongong schools. Financial and student management within LMBR was a challenging time for all staff and naturally had 'teething' problems being a totally new system and one which impacted greatly on the day to day operations of our school. The dedication and tireless efforts of our small administration staff, led by Mrs Joann Kearns, contributed to the success of FMDS during this transition period.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,442,313
Base Per Capita	64,337
Base Location	0
Other Base	2,377,976
Equity Total	331,503
Equity Aboriginal	11,913
Equity Socio economic	91,906
Equity Language	49,975
Equity Disability	177,708
Targeted Total	748,675
Other Total	378,014
Grand Total	3,900,504

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

In 2017, our Year 3 NAPLAN results showed a notable upward trend in all aspects, with students scoring above the State in Grammar and Punctuation and above NSW schools in the aspect of Writing.

More specifically relating to band movement for students in Year 3 2016–2017 at Fairy Meadow Demonstrations School the results are as follows:

(Percentage of students in top 3 bands as compared between 2016 and 2017)

Reading: Band 4 (10.6% increase), Band 5 (5.1% increase), Band 6 (0.5% decrease)

Writing: Band 4 (0.6% decrease), Band 5 (13.7% increase), Band 6 (0.1% increase)

Spelling: Band 4 (4% decrease), Band 5 (7.1% decrease), Band 6 (8.9% increase)

Grammar and Punctuation: Band 4 (24.5% decrease), Band 5 (8.5% increase), Band 6 (25.8% increase)

In 2017 Year 5 staff and students focussed on Spelling, Grammar, Punctuation and Writing in the lead up to NAPLAN. These were areas identified, through assessment, as requiring a targeted approach to enhance student achievement.

It was also identified through NAPLAN analysis that Reading, Spelling, Grammar and Punctuation and Numeracy were all marked as below expected levels in regards to similar schools in 2016 and all aspects assessed were marked as below expected levels when compared to all Australian schools in 2016.

In Year 5 NAPLAN Grammar and Punctuation 65.3% (2017) of students made greater than or equal to expected growth compared with 49.1% (2016).

In Year 5 NAPLAN Spelling 67.3% (2017) of students made greater than or equal to expected growth compared with 45.6% (2016).

In Year 5 NAPLAN Writing 63.3% (2017) of students made greater than or equal to expected growth compared with 56.1% (2016).

FMDS results in Year 5 for 2017 indicate that we are now close to similar schools averages across all areas of NAPLAN assessment in year 5, whilst we are still below when compared to all Australian schools in the aspects of Spelling and Numeracy in 2017.

These results indicate some success in our targeted approach to aspects and will guide the 2018 implementation of focus areas for NAPLAN in Year 5.

Year 5: NAPLAN 2016–2017

More specifically relating to band movement for students in Year 5 2016–2017 at Fairy Meadow Demonstrations School the results are as follows:

(Percentage of students in top 2 bands (Band 7 and 8) as compared between 2016 and 2017)

Reading: Band 7 (3.7% increase), Band 8 (1.9% increase)

Writing: Band 7 (1% increase), Band 8 (4.8% decrease)

Spelling: Band 7 (3.9% increase), Band 8 (2.3% increase)

Grammar and Punctuation: Band 7 (2.8% increase), Band 8 (3.4% increase)

Percentages of Students at Proficiency in 2016 and 2017 across all aspects:

Reading: 22% (2016), 28% (2017)

Writing: 11% (2016), 7% (2017)

Spelling: 17% (2016), 24% (2017)

Grammar and Punctuation: 30% (2016), 36% (2017)

Year 3 NAPLAN literacy and numeracy performance is strongly supported by a Year 2 NAPLAN Enrichment Program begun in 2017. This program identifies Year 2 students who would benefit from additional, focused and explicit strategies based on their individual needs and aimed to "move the middle" to the top and also extend the "top" achievers. A literacy program focuses on reading and comprehension, writing and word attack skills. A numeracy program focuses on knowledge and understanding concepts with individuals and groups. Data collection indicates improvement over 2017 to 2018.

In 2017, our Year 3 NAPLAN results showed a notable upward trend in all aspects of the Numeracy tests.

Percentages of Students at Proficiency in 2016 and 2017 across all aspects.

Numeracy: Band 4 (6.1% increase), Band 5 (2.2% increase), Band 6 (13.9% increase)

Numeracy: 17% (2016), 33% (2017)

Our 2017 Year 5 NAPLAN results also showed an upward trend improvement.

Students at Proficiency improved from 2016 to 2017.

Numeracy: Band 7 (2% decrease), Band 8 (4.6% increase)

Numeracy: 18% (2016), 20% (2017)

The My School website provides specific information on Fairy Meadow Demonstration School and detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Working towards the Premier's Priorities in 2017 in Year 3, 1 Aboriginal student (of 2 mainstream and 2 IM Support Class Aboriginal students) achieved Band 5 in Reading, Writing and Grammar and Punctuation with Band 4 in all other test areas.

Working towards the Premier's Priorities in 2017 in Year 5, no Aboriginal students (of 1 mainstream

Aboriginal student) achieved Proficiency Bands.

2016 NAPLAN performance of Aboriginal students attained 2 Proficiency Bands, 1 Year 3 (Bella, Band 5 Writing) and 1 Year 5 (Sonny, Band 8 Grammar and Punctuation).

2017 NAPLAN performance of Aboriginal students attained 3 Proficiency Bands, Year 3 (Ari, Band 5 Reading, Writing, Grammar and Punctuation).

Individual Aboriginal students are strongly supported through their PLPs and classroom interventions including SLSO and LAST support allocated and monitored by a very active and responsive Learning Support Team.

Parent/caregiver, student, teacher satisfaction

All students from Year 4 to 6 completed two Tell Them from Me online surveys during 2017, as they did in 2016. The first and second figures (%) are taken from 2017 FMDS and DoE with the third and fourth figures (%) 2016 FMDS and DoE. The survey asks questions about factors that are known to affect academic achievement and other school based outcomes. The focus of the survey is on student wellbeing, engagement and effective teaching practices. The FMDS survey results (%) can be compared to Department of Education Average DoE (%). 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 (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 are 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. In 2015 only 9 parents (4%) completed the online survey. In 2016, 23 parents (11%) completed the survey. The TTFM survey figures below show 2016 and then 2017 questions given to parents and the summative results under specific headings.

Parents Feel Welcome School Mean 74% State Mean 74%. Parents feel welcome 72%, 73%. Parents easily speak with child's teacher 72%, 78%. Parents are informed 68%, 68%. Teachers listen to my concerns 68%, 71%. I can easily speak with the Principal 75%, 79%. Written information is in clear, plain language 71%, 79%. Parent activities are scheduled when I can attend 55%, 59%. School's administrative staff are helpful 80%, 82%.

Parents Are Informed School Mean 60% State Mean 66%. Reports on my child's progress are written in terms I understand 66%, 72%. If there are concerns teachers will inform me immediately 62%, 66%. I am informed about my child's behaviour, positive or negative 55%, 58%. Teachers will inform me if my child is not making adequate progress 63%, 65%. I am well informed about my child's progress 55%, 58%. I am informed about opportunities concerning my child's future 52%, 53%. I am informed about my child's social and emotional development 52%, 54%.

Parents Support Learning at Home School Mean 64% State Mean 63%. Does someone discuss well with your child is doing in class 45%, 48%. Talk about how important schoolwork is 50%, 53%. Ask about any challenges at school 50%, 50%. Encourage your child to do well 78%, 80%. Praise your child 76%, 79%. Talk to your child about feelings 67%, 69%. Take an interest in your child's assignments 63%, 67%. 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%. Teachers also completed the TTFM Survey using 8 "Drivers" of student learning with a score out of 10 converted to %. 25 staff (68%) of 42 staff completed the survey. The first figure 2016, second figure 2017. 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%. The complete Tell Them From Me survey results can be obtained from the Principal.

Policy requirements

Aboriginal education

Aboriginal education: Aboriginal Education at FMDS in 2017 was driven by a new and dynamic Aboriginal Education Team. Our Aboriginal Education Team met twice regularly each term in Weeks 4 and 9 to plan, develop, implement and evaluate a wide range of Aboriginal Education programs from preschool to Year

6. Administration Meetings and Staff TPL Meetings were used to revisit and reinforce Aboriginal perspectives across a range of learning and cultural activities, including busy Reconciliation Week and NAIDOC Week programs; large Aboriginal mural painted on Hall wall by Symon Browne, Aboriginal parent, participation in cultural experiences including music and art incursion and addition to hall painting panels; updated Personalised Learning Plans for all Aboriginal students on Faculty Server for easier access and updating; 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 of 3 staff and FMDS staff representation at every Northern Illawarra Aboriginal Education Consultative Group meeting.

Multicultural and anti-racism education

Multicultural and anti–racism education: During 2017, FMDS enrolled a number of temporary students from a variety of cultures as their parents studied at UOW. We also enrolled students 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 42 different cultures and nations were celebrated and valued throughout the year at FMDS in the classrooms especially through COGS and HSIE units. 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. Some children also dressed in their traditional clothing and some parents cooked traditional food for their child's class. 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.