

Fairfield Heights Public School Annual Report



2017



3632

Introduction

It is a pleasure to present the 2017 Annual School Report which outlines another successful year for our students, teachers, parents and community members. 2017 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 2017 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

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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’.

The current school population in 2017 is 1008. 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 2017 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 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 indicated that eleven of the elements were rated as **Excelling** and three elements were rated **Sustaining and Growing**. Please refer below.

Learning Domain Elements

Learning Culture – Excelling

Wellbeing – Excelling

Curriculum and Learning – Sustaining and Growing

Assessment and Reporting – Sustaining and Growing

Student Performance Measures – Excelling

Teaching Domain Elements

Effective Classroom Practice – Excelling

Data Skills and Use – Excelling

Collaborative Practice – Excelling

Professional Standards – Excelling

Leading Domain Elements

Leadership – Excelling

School Planning, Implementation and Reporting – Sustaining and Growing

School Resources – Excelling

Management Practices and Processes – Excelling

During 2017, 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.

Learning at Fairfield Heights Public School is underpinned by a learning culture that promotes high expectations across the whole school community leading to the achievement of student outcomes across all Key Learning Areas. Parent engagement in their child's learning contributes to improved learning outcomes and such involvement is planned and consistent across the school.

Curriculum and learning at Fairfield Heights Public School is driven by systematic and sequential structures that support the delivery of explicit, systematic teaching.

The impact of the Refugee Leadership Strategy can be seen in the quality of the classroom programs in our Intensive Language classes, the high levels of engagement of our refugee students and the confidence of our EAL/D teachers in monitoring student progress.

Wellbeing initiatives are implemented on a whole–school basis and support a strategic and planned approach to the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Wellbeing initiatives including student leadership, learning support and recognition of student achievement, demonstrably reinforce our belief that positive relationships are integral to student engagement and performance and illustrate the ongoing contribution the staff and community make to ensure that Fairfield Heights Public School provides a positive, challenging, supportive and safe learning environment.

Evidence–based teaching practices have created a culture of ongoing improvement that has resulted in Fairfield Heights Public School being identified as a High Value–Added school (HVA).

In the domain of **Teaching** our major focus centred on collaborative practice for all staff members.

Teaching at Fairfield Heights Public School is defined by a school leadership team, together with the teachers, maintaining a focus on the core business of teaching and learning and the achievement of student learning outcomes in highly effective classrooms.

Effective classrooms at Fairfield Heights Public School demonstrate practices such as explicit teaching, differentiation, evidence–based teaching practices, student feedback, learning intentions and success criteria, student goal setting and positive teacher–student rapport.

SMART data, PLAN data, data from L3 reading initiatives, school–based formative and summative assessment data are analysed by the school staff and used to measure progress, impact on classroom practice, articulate school improvement targets and to drive whole–school change.

Collaborative practices across the school are vital in driving whole–school improvement. Teachers collaborate within and across stages to ensure consistency of curriculum delivery including strategies for differentiation and consistency of

teacher judgement. Fairfield Heights Public School has systems for collaboration, classroom observations, mentoring and coaching.

Teacher feedback on aspects such as lesson delivery, programming, assessment and classroom management support personal development and effective teaching practices.

In the domain of **Leading**, our priority has been building leadership capacity through professional learning, networking and collegial support.

Leadership at Fairfield Heights Public School is recognised by the school community as a vital factor in improving school effectiveness, teacher quality and student achievement. All staff are respected as leaders in our school – each has an impact on student achievement and progress.

The school is committed to the development of leadership skills in staff and students. Leadership development and succession planning are central to building school capacity. Instructional, transformational and distributed leadership are features of the school. Staff have purposeful leadership roles based on professional expertise and such roles are aligned to the school's strategic directions.

Resources and management practices and processes are used to achieve maximum impact on improving student outcomes and underpin ongoing school improvement.

Strategic resourcing is critical to 'protecting what is important in a school' (Hollinger, 2010). The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. School resources are used to support student engagement and increased learning opportunities. Technology supports both effective learning in every classroom and service delivery.

Our self-assessment and the external validation process will assist the school to refine 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 and learning programs improve student outcomes in literacy and numeracy.

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:
- Implemented/reviewed K–6 core programs in literacy and numeracy.
- Expanded the use of PLAN data to provide a measure of student improvement and inform planning.
- Maintained/reviewed the structure of our K–6 literacy–numeracy–support timetables in order to maximise teaching–learning time.
- Implemented 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).
- Expanded Fluency Programs Years 2–6.
- Participated in Refugee Leadership Strategy initiative which aims to build the capacity of our school to support refugee student wellbeing and learning.
- Speech pathologist, occupational therapist and numeracy consultant supported K–6 students and provided teacher professional development.
- Formative and summative assessment are used school–wide to identify student achievement and progress and to inform future school directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year																			
35% of Year 3 and Year 5 students achieve proficiency levels in NAPLAN Reading, Numeracy and Writing.	RAM FUNDING <ul style="list-style-type: none"> • Socio–Economic \$1103513 • English Language Proficiency \$60945 • Low Disability \$90932 • Aboriginal Funding \$8812 • Refugee Support \$75655 Refer to KEY INITIATIVES section of this report. Literacy–Numeracy Resources (\$30833)	NAPLAN 2017: <table border="1"> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>65%</td> <td>27%</td> </tr> </tbody> </table>		Year 3	Year 5	Reading	36%	24%	Numeracy	27%	27%	Writing	65%	27%							
	Year 3	Year 5																			
Reading	36%	24%																			
Numeracy	27%	27%																			
Writing	65%	27%																			
70% of Year 5 students achieve greater than or expected growth from Year 3 NAPLAN assessments.	As above	<table border="1"> <tbody> <tr> <td>Reading</td> <td>60.6%</td> </tr> <tr> <td>Writing</td> <td>80.2%</td> </tr> <tr> <td>Spelling</td> <td>72.5%</td> </tr> <tr> <td>Grammar–Punctuation</td> <td>71.6%</td> </tr> <tr> <td>Numeracy</td> <td>84.5%</td> </tr> </tbody> </table> NAPLAN 2015–17 Averaged Scale Score Growth <table border="1"> <thead> <tr> <th></th> <th>Our school</th> <th>State (all students)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>96.1</td> <td>78.2</td> </tr> <tr> <td>Numeracy</td> <td>129.3</td> <td>96.8</td> </tr> </tbody> </table>	Reading	60.6%	Writing	80.2%	Spelling	72.5%	Grammar–Punctuation	71.6%	Numeracy	84.5%		Our school	State (all students)	Reading	96.1	78.2	Numeracy	129.3	96.8
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Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of K–6 students achieve stage appropriate Literacy Continuum clusters.	As above	<ul style="list-style-type: none"> • 60% of Kindergarten students working within clusters 3 & 4 for reading texts. • 94% of Kindergarten students working within clusters 2&3 for writing. • 75% of Kindergarten students working within clusters 2&3 for comprehension. • The majority of students K–6 are working within or exceeding expected grade outcomes as evidenced by 2017 PM Benchmarking data.
Evidence of differentiation in literacy and numeracy programs and classroom practice.	As above	<ul style="list-style-type: none"> • K–6 classroom teachers are using learning intentions and success criteria to differentiate literacy and numeracy programs. • Core curriculums are differentiated by class teachers to more effectively meet the individual needs of the children in the class. • Students are given feedback about their performance in literacy and numeracy.
Department of Education priorities (by 2019): <ul style="list-style-type: none"> • increase percentage of all students in top two reading and numeracy NAPLAN bands by 8%. • increase percentage of Aboriginal students in top two reading and numeracy NAPLAN bands by 30%. 	As above	<p>Reading at Proficiency: NAPLAN 2017</p> <p>Year 3 – 36% Year 5 – 24%</p> <p>Numeracy at Proficiency: NAPLAN 2017</p> <p>Year 3 – 27% Year 5 – 27%</p>

Next Steps

- Implement Early Action for Success (EaFS) Phase 2 (K–2) Program with an emphasis on L3 teacher professional development and a focus on Tier 2/3 student intervention strategies in order to improve student learning outcomes.
- Expand the use of PLAN data in conjunction with Literacy and Numeracy Progressions.
- Create professional curriculum links in literacy and numeracy with local high schools (Community of Schools) to improve Year 5–Year 7 value-added.
- K–6 teaching and learning programs indicate explicit evidence of differentiation in order to address individual learning needs.

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

- Quality teaching, assessment and the use of effective feedback continued to be our key professional learning focus areas.
- Enhanced leadership capacity/capabilities through planned leadership opportunities for our K–6 staff.
- Early Stage 1 teachers and Deputy Principal Instructional Leaders participated in L3 professional development which impacted on classroom practice.
- Engaged all staff in data collection and tracking systems to enhance our focus on impact and better plan for improved student learning outcomes.
- Supported achievement of teacher accreditation at relevant levels (Proficient/Maintenance).
- Participated in Community of Schools (COS) Fairfield–Liverpool Network 'Instructional Collaboration' program.
- Instructional rounds, instructional coaching, learning walks, peer observation and videos of practice (eg EAFS Phase 2) contributed to building teacher capacity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching staff plan, implement and review Performance Development Plan (PDP).	<p>RAM FUNDING:</p> <ul style="list-style-type: none"> • Socio–Economic \$50000 (casual salaries) <p>BEGINNING TEACHER SUPPORT \$47075</p> <p>QTSS staffing allocation 0.691</p> <p>Refer to KEY INITIATIVES section of this report.</p> <p>Teacher Professional Learning \$48852 (casual salaries)</p>	<p>Individual goals were set and all teachers worked towards achieving their goals.</p> <ul style="list-style-type: none"> • Lesson observations completed. • Self/Annual assessments completed. • Written/verbal feedback provided to individual teachers. <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 2017. Evaluation of progress/feedback from colleagues assist in setting directions for 2018.</p>
100% of staff achieve accreditation at appropriate levels.	As above	<p>Accreditation was successfully implemented and achieved by all staff at appropriate levels.</p> <p>Accreditation involved both Proficient Teacher Accreditation and Maintenance of Accreditation.</p>
Explicit use of staff and student feedback strategies evident in all classrooms.	As above	<ul style="list-style-type: none"> • There is a collective focus on the use of targeted student feedback evidenced by common PDP goals. • Professional learning and mentoring conversations indicate an improvement in the effective use of explicit student feedback. • Instructional rounds and EAFS initiatives provided the opportunity for teachers to receive feedback on Quality Teaching Practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff in 'Focus On Learning' teacher surveys indicate a high correlation of school practice with the 'Eight Drivers of Student Learning'.	As above	<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 involvement.</p> <p>Our school results were above the NSW norms for this survey in all categories.</p> <p>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.</p>

Next Steps

- Further develop a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing student improvement.
- Explicit school systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and provision of feedback.
- All teachers provide explicit, specific and timely feedback related to learning intentions and success criteria to support/improve student learning.
- Build a collaborative focus group for aspiring leaders to work towards Highly Accomplished/Lead Teacher professional standards and NSW Public School Leadership and Management Credential.

Strategic Direction 3

All students to be highly engaged in schooling, emotionally aware and technologically competent.

Purpose

To improve whole school organisational effectiveness in a positive school community 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

- Expanded ICT skills through the introduction of coding programs.
- Reviewed Anti-Bullying Policy.
- Refugee Leadership Strategy Plan resulted in improved transition processes and provision of opportunities for refugee families and community members to participate in the life of the school.
- Utilised funding to subsidise all K–6 excursions/incursions in order to increase learning opportunities/student engagement.
- Childhood Obesity/Physical Activity: Introduced 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.

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 Team 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)	Funds Expended (Resources)	Progress achieved this year
100% of classroom teachers are implementing core programs in technology.	<p>RAM FUNDING:</p> <p>Socio–Economic:</p> <ul style="list-style-type: none"> • Technology \$100000 • Excursions/Incursions \$75000 • Resources \$30000 • Wellbeing Services \$49600 <p>Refer to KEY INITIATIVES section of this report.</p> <p>Computer Coordinator Allocation \$40000</p>	<ul style="list-style-type: none"> • Core technology is now embedded in all teaching and learning programs supporting relevant and meaningful application as is evidenced by the K–6 ICT Capabilities Scope and Sequence. • Review of ICT programs conducted and directions established for 2018 enhancing the delivery of the school library ICT and literacy initiatives.
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.	As above	<ul style="list-style-type: none"> • Use of ICT in teaching and learning activities is evident in all classrooms. • Purchase of additional laptops and chrome books is supporting the systematic delivery of the ICT Scope and Sequence.
20% increase in parent involvement in workshops, response to surveys, use of school website, membership of	As above	<ul style="list-style-type: none"> • Increase in parent involvement in workshops, particularly for numeracy, literacy and speech pathology. • Parent satisfaction surveys/feedback positive

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
P&C and school committees.		about school policies/processes and their child's progress. <ul style="list-style-type: none"> • Role of Arabic–Assyrian CLO (Community Liaison Officer) recognised and valued by school community.
Student/parent responses to 'Tell Them From Me' surveys indicate positive measures associated with school and classroom effectiveness indicators (as compared with NSW norms).	As above	Student 'Tell Them From Me' Survey 1 measured 20 indicators based on research on school and classroom effectiveness. Overall student responses were positive. For example: <ul style="list-style-type: none"> • 89% of our students try hard to succeed – NSW norm 88%. • 89% of our students had positive behaviour – NSW norm was 83%. • 94% of our students valued School Outcomes – NSW norm was 96%. • 85% of our students were interested and motivated – NSW norm was 78%. • Positive teacher–student relations were rated 8.4 out of 10 – NSW norm was 8.4 out of 10. • School staff emphasises academic skills and hold high expectations was rated 9 out of 10 – NSW norm was 8.7 out of 10. • Effective learning time / relevance / rigour / advocacy at school / positive learning climate – all above state norms. The Partners in Learning Parent Survey related to parents' perceptions of their children's experiences at home and school. Survey results were above NSW norms for the categories: inclusive school, safety at school, school supports positive behaviour, school supports learning, parents are informed.

Next Steps

- Positive Behaviour For Learning (PBL) – implement this evidence–based whole school systems approach. Positive, respectful relationships are evident and widespread amongst students and staff. Promote student wellbeing to ensure optimum conditions for student learning.
- Improve student attendance rates from current level of 92.4% (Term 1–4 average in 2017).
- Our school regularly requests and addresses feedback on school performance/programs/opportunities for engagement from students, staff and parents.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8812 (salaries/resources)	<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>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>
English language proficiency	\$60945 (salaries/resources) 5.4 teaching staff allocation (\$548499)	<p>Refer to Strategic Directions 1/2/3.</p> <ul style="list-style-type: none"> • Specialist staff employed to meet the English language needs of EAL/D students. • Staff capacity enhanced through professional learning about EAL/D pedagogy and practice. • 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. • Two Intensive Language classes (Years 3–4 and Years 5–6) formed to meet new arrival/refugee student needs. • Arabic–Assyrian Community Liaison Officer (CLO) communicated effectively with parents and assisted in parent workshops.
Low level adjustment for disability	\$90932 (salaries/resources) 1.4 teaching staff allocation (\$142204)	<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 / occupational therapist /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. Schools are required to make reasonable adjustments for students with disability to access education on the same basis as other students.</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>Quality Teaching, Successful Students (QTSS)</p>	<p>QTSS staffing allocation of 0.691 (approximately 3 days per week)</p> <p>\$70188 (staffing allocation)</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>Socio-economic background</p>	<p>\$1103513</p> <ul style="list-style-type: none"> – salaries \$1385000 – resources \$100000 – technology \$100000 – excursions/incursions \$75000 <p>* balance covered by carried over funds from 2016.</p> <p>1.9 staffing allocation (\$192990)</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"> • Employing 7 school learning support officers to provide individual/small group learning support. • Employing extra teachers to reduce class sizes. • Executive release to model/support/team teach with classroom teachers. • Employed a speech pathologist/occupational therapist to support K–2 students and provide teacher professional development. • Upgrading literacy, numeracy and technology resources. • Subsidised K–6 excursions / inclusions to increase learning opportunities/student engagement.
<p>Support for beginning teachers</p>	<p>\$47075</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>Targeted student support for refugees and new arrivals</p>	<p>\$75655 (salaries/resources)</p>	<p>Refer to Strategic Directions 1/2/3.</p> <ul style="list-style-type: none"> • Support aimed at providing intensive English language and learning support/transition to school. • 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. • EAL/D and specialist staff provided intervention and support. • Teacher professional development via courses such as: <ul style="list-style-type: none"> – 'Teaching Refugees in my Classroom' – 'Promoting Positive Behaviour and Learning: Assisting Refugee Students at School'. • Parent workshops with a focus on literacy, numeracy and speech pathology. • Important school information is provided in a range of languages. • Interpreters are used as appropriate when required.

Flexible Funding Wellbeing Services	\$49600 – salaries	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.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	479	504	469	506
Girls	458	489	468	502

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

In 2017 our school had an enrolment of 1008 students. 92% of our students are from a language background other than English representing over 48 different cultural groups. Approximately 250 of our students are recognised as coming from a refugee background.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.6	94.1	93.9	92.7
1	94.2	92.4	95.3	92
2	95.6	93.1	92.7	94.8
3	94.4	93.9	94.4	92.7
4	95.6	94	93.6	93.7
5	95.4	94.9	93.7	93
6	94.9	94.8	92.8	93
All Years	94.8	93.9	93.8	93.1
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

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
Head Teacher(s)	0
Classroom Teacher(s)	38.87
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.4
Teacher Librarian	1.6
Teacher of ESL	5.4
School Counsellor	1
School Administration & Support Staff	5.87
Other Positions	0

*Full Time Equivalent

During 2017 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 \$48852 was allocated during 2017 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, occupational therapist) 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 2017.

All staff members participated in five school development days held in 2017. 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 2017 our school had seven early career teachers complete their formal accreditation based on the **Australian Professional Standards for Teachers**.

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	2,064,063
Revenue	9,042,836
Appropriation	8,870,041
Sale of Goods and Services	38,498
Grants and Contributions	109,942
Gain and Loss	0
Other Revenue	0
Investment Income	24,356
Expenses	-9,078,347
Recurrent Expenses	-9,078,347
Employee Related	-8,340,663
Operating Expenses	-737,684
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-35,510
Balance Carried Forward	2,028,553

Available funds will be utilised in 2018 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.

	2017 Actual (\$)
Base Total	5,913,824
Base Per Capita	143,198
Base Location	0
Other Base	5,770,626
Equity Total	2,147,896
Equity Aboriginal	8,812
Equity Socio economic	1,296,504
Equity Language	609,444
Equity Disability	233,136
Targeted Total	94,592
Other Total	534,531
Grand Total	8,690,843

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

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:

55.2% of our students were in the top two bands for Grammar and Punctuation compared to 62% of the State and 44.2% for SSG. (Similar School Group)

36.2% of our students were in the top two bands for Reading compared to 28.7% for SSG and 51% of the State..

61.7% of our students were in the top two bands for Spelling compared to 52.7% of the State.

65.1% of our students were in the top two bands for

Writing compared to 53.2% of the State.

Year 5:

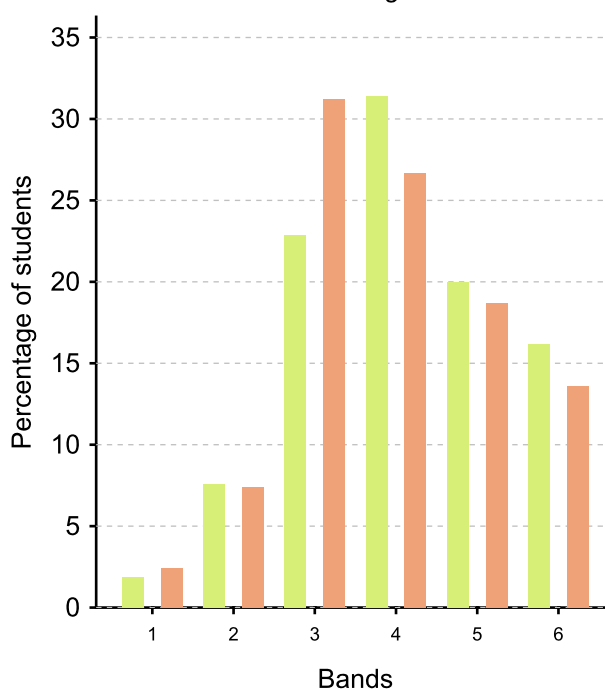
31.3% of our students were in the top two bands for Grammar and Punctuation compared to 36.2% of the State and 21.1% of SSG.

24.4% of our students were in the top two bands for Reading compared to 39.7% of the State and 21.3% of SSG.,

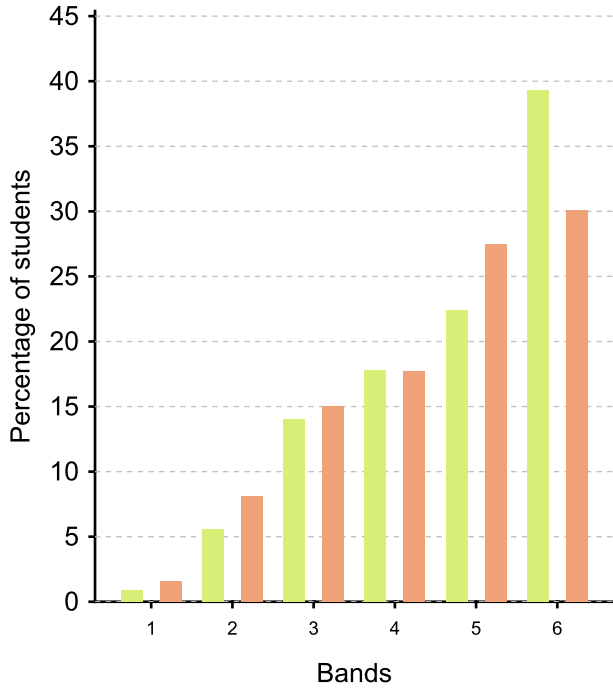
43.2% of our students were in the top two bands for Spelling compared to 38.2% of the State.

27.1% of our students were in the top two bands for Writing compared to 18.1% of the State.

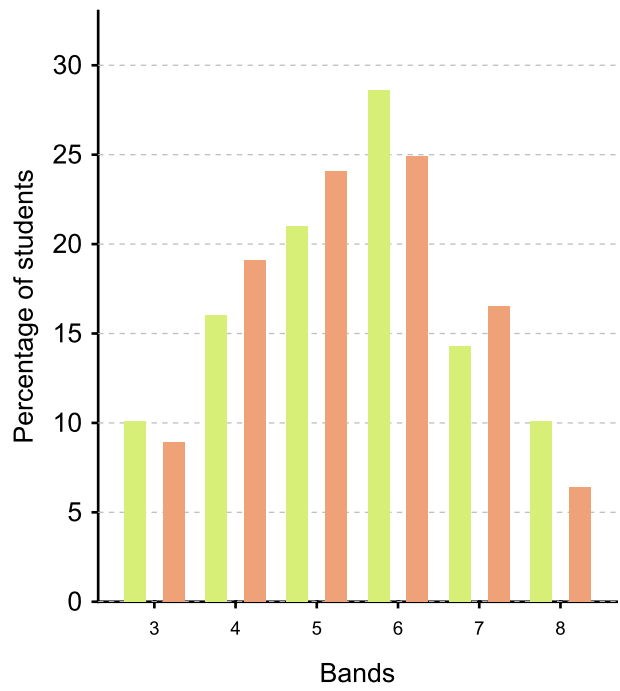
Percentage in bands:
Year 3 Reading



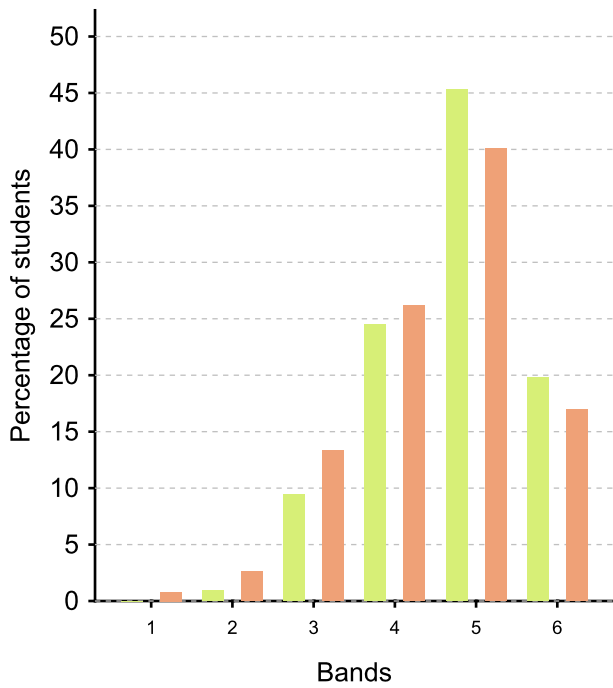
Percentage in bands:
Year 3 Spelling



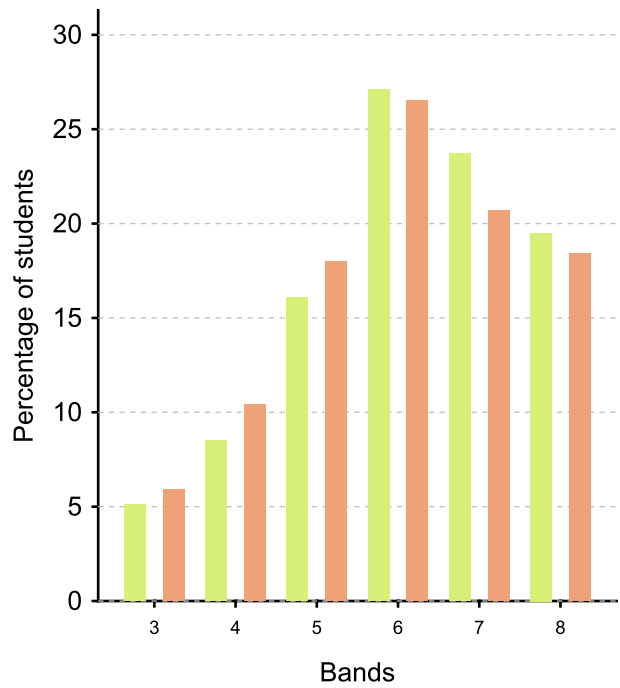
Percentage in bands:
Year 5 Reading



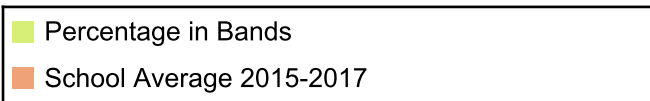
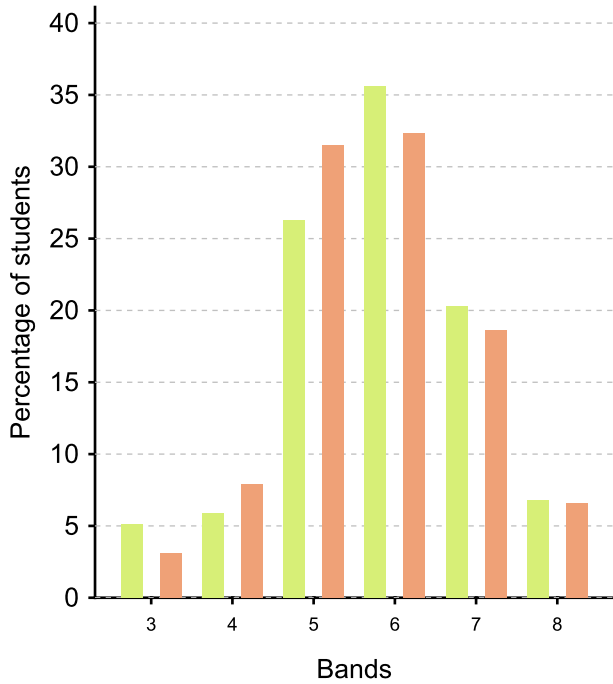
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Spelling



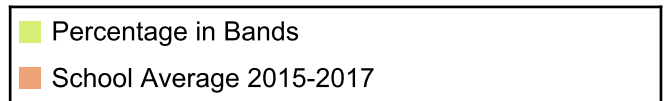
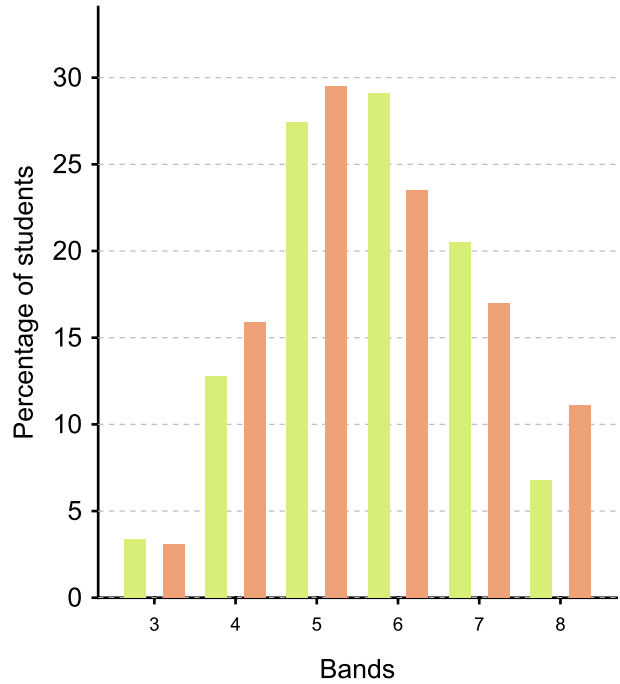
Percentage in bands:
Year 5 Writing



26.9% of our Year 3 students were in the top two bands for Numeracy compared to 43.3% of the State and 23.7% of SSG.

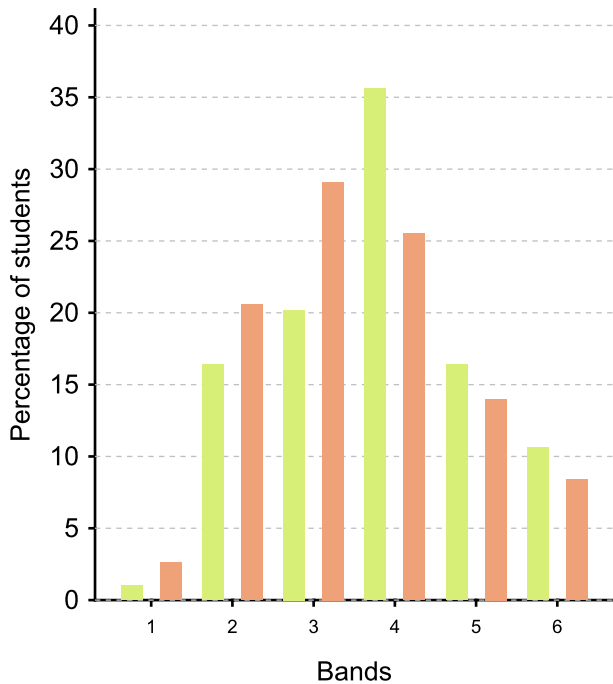
27.3% of our Year 5 students were in the top two bands for Numeracy compared to 32.5% of the State and 17.1% of SSG.

Percentage in bands:
Year 5 Numeracy



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

Percentage in bands:
Year 3 Numeracy



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 2017 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.**
- **Partners In Learning Parent Survey.**

Majority of parents believe:

- Teachers at this school motivate my child to learn.
- My child's learning needs are being met at this school.
- 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.

The above beliefs from our 2017 surveys reinforce results from our 2015–2016 parent surveys/focus group discussions.

* Student, teacher and parent '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 and Strategic Directions 1/2/3 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 2017 our school supported over 250 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 3–4 and Year 5–6 and reported their progress using the EAL/D 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 and Strategic Directions 1/2/3 of this report.