

Fairfield Heights Public School Annual Report



2018



3632

Introduction

It is a privilege to present the 2018 Annual School Report which outlines another successful year for our students, teachers, parents and community members. 2018 continued to highlight 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 implementation of the **School Plan 2018–2020**. The plan, developed after community, staff and student consultation, focusses on three major strategic directions for the school:

- Improved student outcomes in literacy and numeracy.
- Quality Teaching and Effective Leadership.
- Student Wellbeing: Connect, Succeed, Thrive and Learn.

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 2018 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. We work hard to ensure that every student is known, valued and cared for at Fairfield Heights Public School.

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. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, supportive and respectful school.

Every student is known, valued and cared for in our 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 2018 is 989. Cultural diversity is a feature at our school. Ninety–two percent of our students are from language backgrounds other than English. There are forty–six different language backgrounds within the school community comprising 35% Assyrian, 28% Arabic, 8% Vietnamese, and 29% from other groups. Approximately 25% of our students are recognised as coming from a refugee background.

The current NSW FOEI (Family Occupation and Employment Index) for our school is 169 which is higher than the average 100 and the ICSEA (Australian Index of Community Socio–Economic Advantage) is 928 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. 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 2018, time was dedicated during staff meetings and School Development Days to examine aspects of our School Plan 2018–2020. 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, assessment–reporting and student performance measures. Student engagement initiatives to support the learning and wellbeing of students and enhance student learning outcomes were priorities during 2018. The wellbeing of students is essential in facilitating the learning needs of the students and to engage them in the learning process. Wellbeing initiatives are implemented on a K–6 basis and support a planned approach to the cognitive, emotional, social, physical and spiritual wellbeing of all of our students.

Our school 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 identified early and their parents are increasingly involved in planning and supporting the learning direction for them. Our EAfS (Phase 2) program, led by two Deputy Principal Instructional Leaders, has guided teacher professional learning and early intervention for our K–2

students.

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.

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

Elements in the domain of **Teaching** include: effective classroom practice, data skills and use, professional standards and learning and development. 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, DoE priorities and individual teacher learning goals. The teachers at Fairfield Heights Public School are actively engaged in planning their own professional development and regularly participate in reflective discussions around **The Australian Professional Standards for Teachers**. Our school has a high percentage of early career teachers and provides planned, comprehensive and focussed programs of induction and ongoing support.

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.

All staff are respected as leaders in our school – each has an impact on student achievement and progress.

Our self–assessment 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

Improved student outcomes in literacy and numeracy.

Purpose

To improve student learning outcomes in literacy and numeracy through an integrated approach to quality teaching, curriculum planning and delivery and assessment.

All of our students have a strong foundation in literacy and numeracy and our programs are responsive to their individual needs.

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.
- 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.
- Two intensive English language classes (3–4, 5–6) formed to support new arrival/refugee students.
- School recognised as Excelling in value–added from K–2 and 3–5. Sustaining and Growing for value–added 5–7.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year																		
Increased proportion of students in the top two NAPLAN bands (Year 3 and Year 5) for reading – numeracy. 2017 baseline is average of 28.54%.	RAM FUNDING <ul style="list-style-type: none"> • Socio–Economic \$1300000 • English Language Proficiency \$624678 • Low Disability \$107627 • Aboriginal Funding \$6711 • Refugee Support \$117376 	% TOP TWO BANDS <table> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td></td> <td>28.54%</td> <td>29.55%</td> </tr> </tbody> </table> NAPLAN 2018: <table> <thead> <tr> <th></th> <th>Y3</th> <th>Y5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>45.7%</td> <td>20.5%</td> </tr> <tr> <td>Numeracy</td> <td>32.4%</td> <td>24.5%</td> </tr> <tr> <td>Writing</td> <td>52.6%</td> <td>20.7%</td> </tr> </tbody> </table>		2017	2018		28.54%	29.55%		Y3	Y5	Reading	45.7%	20.5%	Numeracy	32.4%	24.5%	Writing	52.6%	20.7%
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Increased proportion of Year 5 students achieve greater than or expected growth from Year 3 NAPLAN assessments.	<ul style="list-style-type: none"> • Technology \$100000 • Literacy–Numeracy Resources \$27552 • Computer Technician \$45000 * Refer to KEY INITIATIVES section of this report.	AT OR ABOVE EXPECTED GROWTH <table> <tbody> <tr> <td>Reading</td> <td>55.1%</td> </tr> <tr> <td>Writing</td> <td>75.2%</td> </tr> <tr> <td>Spelling</td> <td>79.1%</td> </tr> <tr> <td>Grammar–Punctuation</td> <td>55.2%</td> </tr> <tr> <td>Numeracy</td> <td>78.5%</td> </tr> </tbody> </table>	Reading	55.1%	Writing	75.2%	Spelling	79.1%	Grammar–Punctuation	55.2%	Numeracy	78.5%								
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Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of Year 5 students achieve greater than or expected growth from Year 3 NAPLAN assessments.		<p>NAPLAN 2016–2018–AVERAGED SCALED GROWTH</p> <p style="text-align: center;">Our School State</p> <p>Reading 82.1% 82.7%</p> <p>Numeracy 116.8% 93.1%</p>
Increased proportion of K–6 students achieving expected growth in literacy and numeracy.	As above	<p>The majority of students K–6 are working within or exceeding expected grade outcomes as evidenced by 2018 PM Benchmarking data:</p> <p>EaFS data for instructional reading levels indicates:</p> <ul style="list-style-type: none"> • 77.2% of Kindergarten students are reading at or above expected stage outcomes. • 63.3% of Year 1 students are reading at or above expected stage outcomes. • 57.5% of Year 2 students are reading at or above expected stage outcomes.
Increase in differentiated practices in literacy and numeracy that are informed by data.	As above	<p>K–6 classroom teachers are using learning intentions and success criteria to differentiate literacy and numeracy programs as evidenced by classroom lesson observations.</p> <ul style="list-style-type: none"> • Core programs are differentiated by class teachers to more effectively meet the individual needs of students in the class as evidenced by formative assessment. • Students are given feedback about their performance in literacy and numeracy in relation to individual learning intentions and success criteria.

Next Steps

- Internal/external data is collected and collated and used to inform planning for particular student groups.
- Implementation of K–6 Literacy Support Timetable to enable teachers to plan systematic and explicit teaching activities to support the literacy progress of all students.
- Use of learning intentions and success criteria informs student feedback and students begin to formulate own learning intentions.
- Instructional Rounds K–6 in Mathematics and ICT continue to underpin professional development programs.
- The school leadership team K–6 reviews core programs in literacy and numeracy informed by evidence-based practice aligned to the school improvement measures.
- Implement Early Action for Success (EaFS) Phase 2 with continued emphasis on teacher professional development and Tier 2/3 student intervention strategies in order to improve student learning outcomes.
- K–6 teaching and learning programs indicate explicit evidence of differentiation in order to address individual learning needs.
- Embed our school ICT capability framework into all K–6 programs including linkages with STEM units.

Strategic Direction 2

Quality Teaching and Effective Leadership.

Purpose

Build staff capacity through focussed professional learning and development that creates a school culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice.

Professional learning is linked with curriculum innovation, quality teaching, instructional collaboration and leadership capability that focusses on improved student outcomes.

Overall summary of progress

- Enhanced leadership capacity/capabilities through planned leadership opportunities for K–6 staff.
- Mentoring conversations indicate that teachers are engaging with the professional teaching standards to inform their professional learning.
- Induction programs are customised relating to the school context, curriculum and classroom connecting beginning teachers to each other and more experienced teachers.
- 100% of staff achieve and maintain accreditation at appropriate levels within required timeframes.
- Instructional rounds, instructional coaching, peer observation and feedback 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
Increased proportion of K–6 students are developing and monitoring achievement of their own learning goals.	RAM FUNDING: • Socio–Economic \$25000 (casual salaries) BEGINNING TEACHER SUPPORT \$55144	<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. • Students are beginning to participate in the discussion to formulate their own learning goals.
All staff actively engaged in the PDP process.	QTSS staffing allocation 1.6 (salaries \$173140) Teacher Professional Learning funds \$58259 (casual salaries) * Refer to KEY INITIATIVES section of this report.	<ul style="list-style-type: none"> • Teachers actively engaged in planning their own professional development in order to improve performance and hence student learning outcomes. • All staff completed PDPs in 2018. Evaluation of progress/feedback from colleagues assist in setting directions for 2019. • Individual goals were set and all teachers worked towards achieving their goals. <ul style="list-style-type: none"> – Lesson observations completed. – Self/Annual assessments completed. – Written/verbal feedback provided to individual teachers.
Increase in the number of staff taking on leadership roles within the school.	As above	<ul style="list-style-type: none"> • Assistant Principal roles created to support achievement of student learning outcomes in Stage Two and Stage Three. • DP Instructional Leaders mentored teachers in Early Stage One and Stage One to develop leadership skills.

Next Steps

- Coaching and mentoring conversations to inform differentiation reflective of 2018/2019 data.
- Support achievement of accreditation at relevant levels for our teachers (Proficient/Maintenance/Highly Accomplished/Lead).
- Document a 2019 school plan for professional learning linked to school, individual and DoE priorities.
- Continued refinement of learning intentions/success criteria/feedback.
- Students articulate learning goals and know what they need to do to be successful.
- Enhance leadership capacity/capabilities through planned leadership opportunities for K–6 staff.
- School leaders/teachers provide focussed feedback that supports quality teaching practice and improved student learning outcomes.

Strategic Direction 3

Student Wellbeing : Connect, Succeed, Thrive and Learn.

Purpose

Support the cognitive, emotional, social, physical and spiritual wellbeing of students.

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Our students will be respected, valued, encouraged, supported and empowered to succeed.

Establish effective partnerships with our families and wider community.

Overall summary of progress

- Reviewed 2018 Anti-Bullying Plan.
- 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 Personalised Learning Pathways (PLPs).
- 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, 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
Attendance rates improve from 2017 baseline of 92.4%.	RAM FUNDING: Socio–Economic: • Excursions/Incursions \$75000 • Wellbeing Services \$50840 • Student Welfare \$20000 (resources) * Refer to KEY INITIATIVES section of this report.	<ul style="list-style-type: none"> • Attendance rate: 93.4% for 2018. (same as State DoE percentage). • Teachers and parents are working together to improve attendance to ensure no impact on learning outcomes.
Increased range of leadership opportunities for K–6 students.	As above	<ul style="list-style-type: none"> • All students K–6 participate in Peer Support under the leadership of Year 6 students. • Increased participation of SRC in K–6 playground values program and fundraising activities. • SRC driving wellbeing initiatives such as Harmony Day.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased range of leadership opportunities for K–6 students.		<ul style="list-style-type: none"> School Captains and Prefects increasing leadership role in formal assemblies.
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.	As above	<p>Student 'Tell Them From Me' survey responses continued to be positive.</p> <p>Advocacy – 'students feel they have someone at school who consistently provides encouragement and can be turned to for advice'. * School mean 7.8 / NSW norm 7.7.</p> <p>Expectations For Success – 'school staff emphasise academic skills and hold high expectations for all students to succeed'. * School mean 9.1 / NSW norm 8.7.</p> <p>Sense of Belonging – 'students feel accepted and valued by their peers and by others at their school'. * School mean 82% / NSW 81%.</p>
An increase in parent understanding of and involvement in school programs/decision making/workshops.	As above	<ul style="list-style-type: none"> Increase in parent involvement in workshops, particularly for numeracy, literacy, occupational therapy and safe use of social media. Parent satisfaction surveys/feedback positive about school policies/processes and their child's progress. Role of Arabic – Assyrian CLO (Community Liaison Officer) recognised and valued by school community.

Next Steps

- Implement 2019 Anti-Bullying Plan with focus on cyber bullying and communication within school community.
- Evaluation of the Learning Support Team K–6 Policy including a review of referral processes and the development of individual learning plans.
- Directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.
- Our school requests and addresses feedback on school performance/programs/opportunities for engagement from students, staff and parents.
- Verification our school canteen meets the required guidelines in the Healthy School Canteen Strategy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6711 (salaries/resources)	<p>Refer to Strategic Directions 1/2/3.</p> <p>All students have a Personalised Learning Pathway (PLP) 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	<p>\$62468 (salaries/resources) – flexible funding</p> <p>5.4 teaching staff allocation (\$562210)</p> <p>Total = \$624678</p>	<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	<p>\$107627 (salaries/resources) – flexible funding</p> <p>1.7 teaching staff allocation (\$176992)</p> <p>Total = \$284619</p>	<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>Learning Support teams focussed on student needs including Personalised Learning Pathways (PLPs).</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>Consultative and collaborative processes to personalise learning.</p> <p>Professional development in relation to differentiating the curriculum supported teachers in meeting student needs.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>QTSS staffing allocation of 1.6.</p> <p>\$173140 (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>\$1102185 (flexible)</p> <ul style="list-style-type: none"> – salaries \$1200000 – resources \$50000 – technology \$100000 – excursions/incursions \$75000 <p>1.9 staffing allocation (\$197815)</p> <p>Total = \$1622815</p> <p>*balance covered by carried over funds from 2017.</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 / incursions to increase learning opportunities/student engagement.
<p>Support for beginning teachers</p>	<p>\$55144</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>\$117376</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 acting 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'. • Parent workshops – literacy, numeracy, speech pathology.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	504	469	506	498
Girls	489	468	502	491

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

In 2018 our school had an enrolment of 989 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	2015	2016	2017	2018
K	94.1	93.9	92.7	93.1
1	92.4	95.3	92	93
2	93.1	92.7	94.8	93.9
3	93.9	94.4	92.7	94.3
4	94	93.6	93.7	93
5	94.9	93.7	93	93.1
6	94.8	92.8	93	93.5
All Years	93.9	93.8	93.1	93.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	38.8
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.4
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	5.87

*Full Time Equivalent

During 2018 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	100
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 \$58259 was allocated during 2018 to professional learning. This was an 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 2018.

All staff members participated in five school development days held in 2018. Focus areas for our school development days included:

- Reviewing/analysing our achievement/progress towards the goals set out in our **School Plan 2018**. Setting directions based on the evidence–based data.
- Reviewing 2018 Anti–Bullying Plan..
- Analysing results from 'Tell Them From Me' student surveys.
- Impact of EAfS (Phase 2) program and link to student learning outcomes.
- 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.

During 2018 our school had six early career teachers complete their formal accreditation based on **The Australian Professional Standards for Teachers**.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	2,028,553
Revenue	9,404,688
Appropriation	9,188,251
Sale of Goods and Services	42,045
Grants and Contributions	148,325
Gain and Loss	0
Other Revenue	0
Investment Income	26,067
Expenses	-9,081,902
Recurrent Expenses	-9,081,902
Employee Related	-8,323,748
Operating Expenses	-758,154
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	322,786
Balance Carried Forward	2,351,338

Available funds will be utilised in 2019 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.

	2018 Actual (\$)
Base Total	6,014,090
Base Per Capita	194,916
Base Location	0
Other Base	5,819,173
Equity Total	2,216,008
Equity Aboriginal	6,711
Equity Socio economic	1,300,000
Equity Language	624,678
Equity Disability	284,619
Targeted Total	132,364
Other Total	648,895
Grand Total	9,011,357

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3:

56.7% of our students were in the top two bands for Grammar and Punctuation compared to 48% of the State and 33.5% for SSG. (Similar School Group)

45.7% of our students were in the top two bands for Reading compared to 36.8% for SSG and 51.6% of the State.

69.5% of our students were in the top two bands for Spelling compared to 50% of the State.

52.6% of our students were in the top two bands for Writing compared to 45.2% of the State.

Year 5:

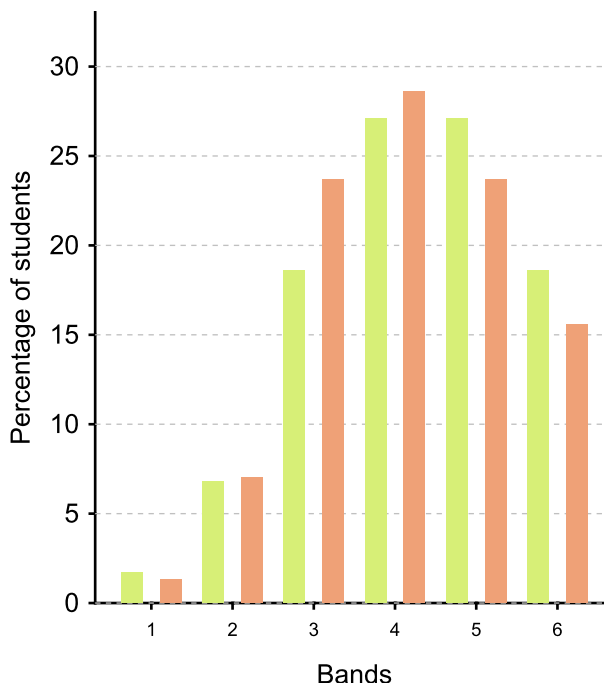
38.5% of our students were in the top two bands for Grammar and Punctuation compared to 34.8% of the State and 20.7% of SSG.

20.5% of our students were in the top two bands for Reading compared to 35.9% of the State and 20.8% of SSG.

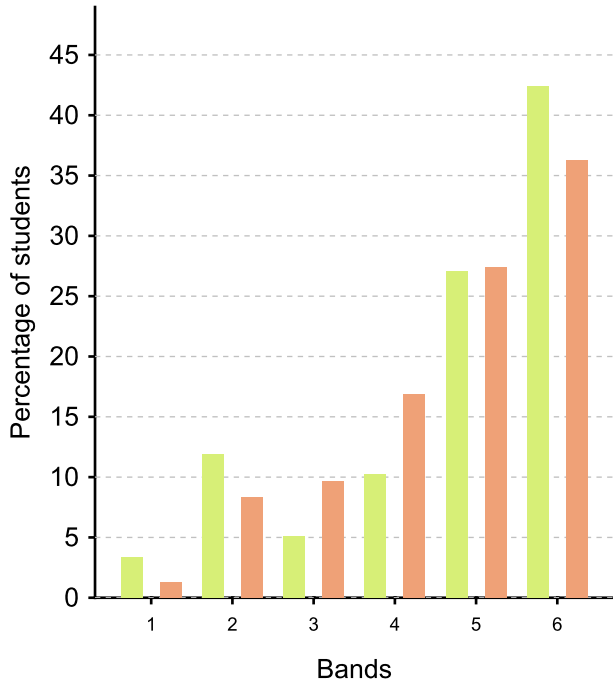
39.6% of our students were in the top two bands for Spelling compared to 35.8% of the State.

20.7% of our students were in the top two bands for Writing compared to 14.9% of the State.

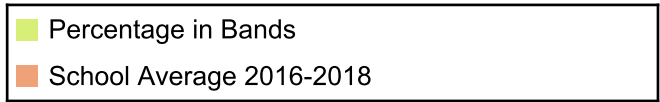
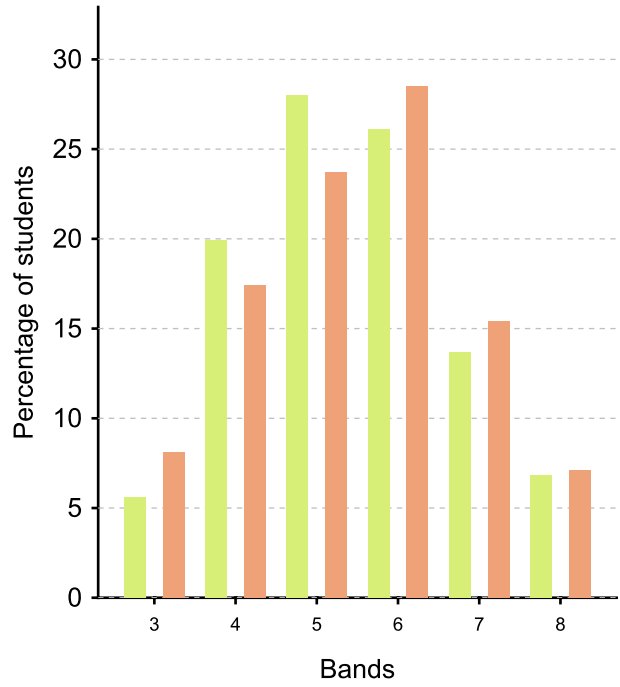
Percentage in bands:
Year 3 Reading



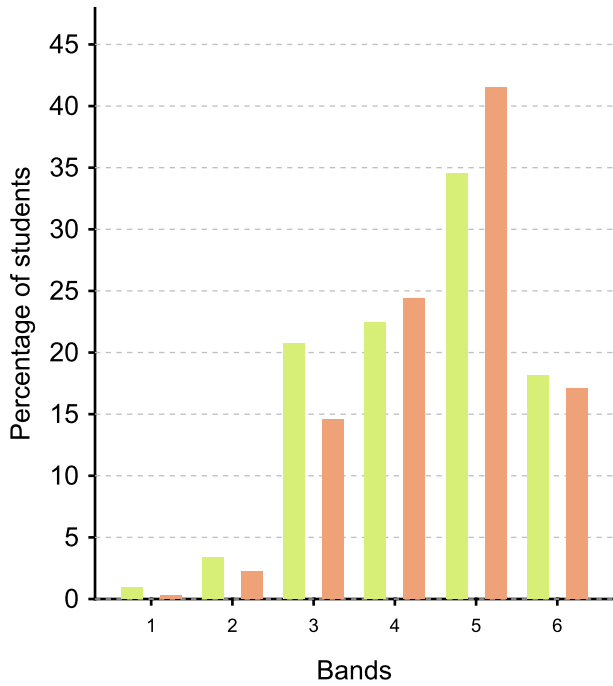
Percentage in bands:
Year 3 Spelling



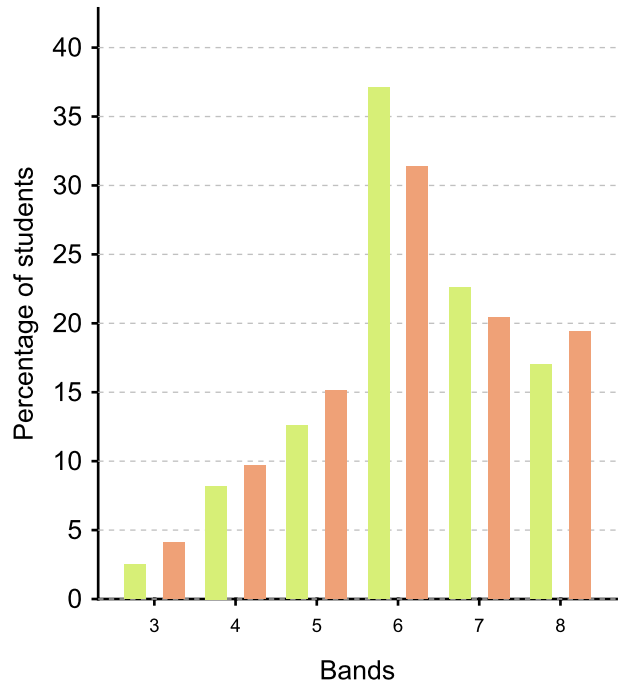
Percentage in bands:
Year 5 Reading



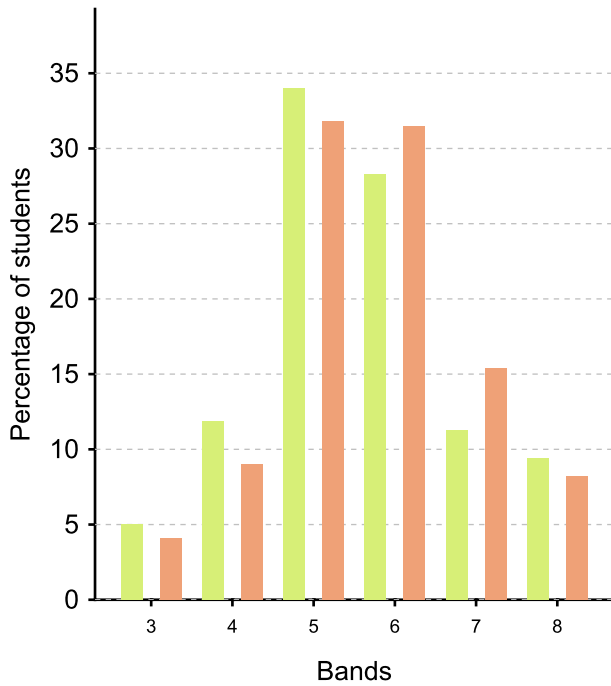
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Spelling



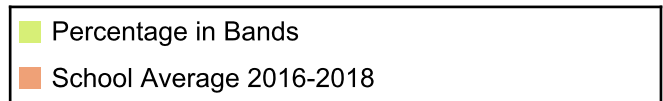
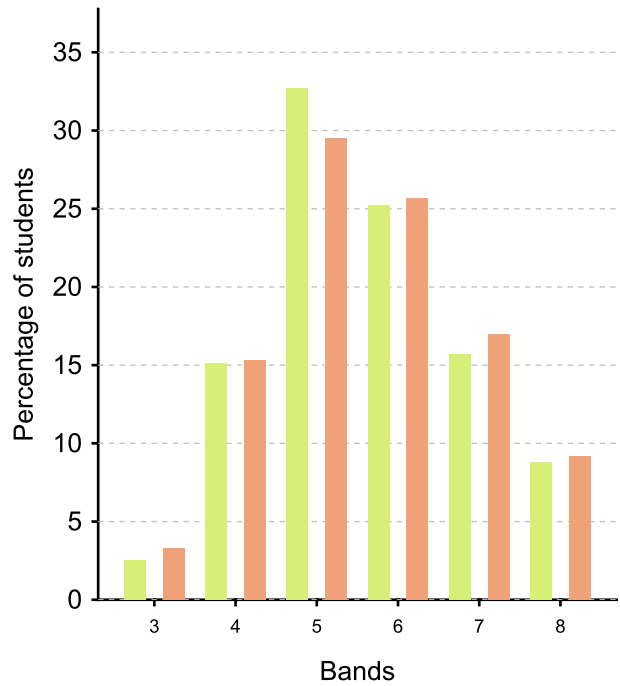
Percentage in bands:
Year 5 Writing



32.4% of our Year 3 students were in the top two bands for Numeracy compared to 40.8% of the State and 25.2% of SSG.

24.5% of our Year 5 students were in the top two bands for Numeracy compared to 30.2% of the State and 14.1% of SSG.

Percentage in bands:
Year 5 Numeracy



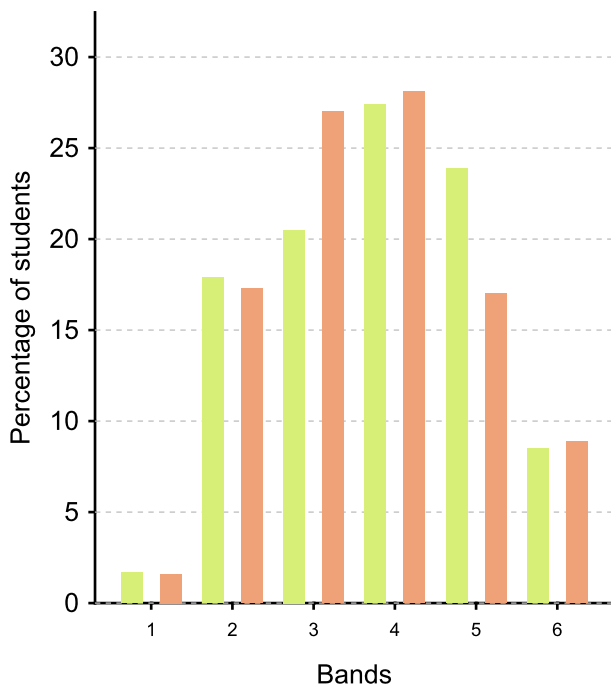
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities

Aspects, including the following, have been reported in various sections of the 2018 Annual School Report.

- Increase from 28.54% to 29.55% of Year 3/Year 5 students in the top two bands for NAPLAN reading and numeracy.
- Childhood obesity/physical activity: Stage 3 gymnastics program/individual fitness programs/planned lunch activities/involvement in Premier's Sporting Challenge.
- School canteen – planned to meet required guidelines by end of 2019.

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. Responses are presented below.

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

Surveys used in 2018 included:

- **Tell Them From Me:** Stage 2 and 3 student survey; and
- DoE Survey: **Quality of School Life.**

Students:

- value schooling outcomes.
- have positive homework behaviours.
- are interested and motivated.
- try hard to succeed.
- have positive teacher–student relations.
- feel they have an advocate at school.

Majority of parents believe:

- This school looks for ways to improve.
- I can talk to my child's teacher about my concerns.
- My child feels safe at this school.
- My child likes being at this school.
- Teachers at this school treat students fairly.
- Teachers at this school motivate my child to learn.
- Teachers at this school expect my child to do his or her best.

The above beliefs from our 2018 surveys reinforce results from our 2016–2017 parent surveys/focus group discussions.

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.

Personalised Learning 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 focussed 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 non–English speaking background.

During 2018 our school supported over 220 refugee students and their families.

The school participated in **The Refugee Leadership Strategy**. The EAL/D team, in conjunction with the **Refugee Leadership Strategy** leader appointed by the NSW Department of Education, worked together to gather student data to inform best practice to build expertise and to identify community organisations to assist the school in the support of our refugee students and their family.

The school formed Intensive Language classes for refugee/new arrival 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 non–English speaking background 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.