

# Fairfield Heights Public School

## 2019 Annual Report



3632

## Introduction

The Annual Report for 2019 is provided to the community of Fairfield Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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## 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 2019 is 982. 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 185 which is higher than the average 100 and the ICSEA (Australian Index of Community Socio–Economic Advantage) is 921 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and adjustments lead to improved learning.

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 are evident throughout the school.

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.

PLAN data, NAPLAN data, 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.

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.

## 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.

### Improvement Measures

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%.

Increased proportion of Year 5 students achieve greater than or expected growth from Year 3 NAPLAN assessments.

Increased proportion of K–6 students achieving expected growth in literacy and numeracy.

Increase in differentiated practices in literacy and numeracy that are informed by data.

### Progress towards achieving improvement measures

**Process 1:** • K–6 teachers analyse and reflect on data to inform teaching practice in literacy and numeracy.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <ul style="list-style-type: none"> <li>• <b>Value-Added</b> <ul style="list-style-type: none"> <li>– Best Start Kindergarten to NAPLAN Year 3 (K–Yr3) : EXCELLING</li> <li>– NAPLAN Valued Added Across Year 3–Year 5 : EXCELLING</li> <li>– NAPLAN Valued Added Across Years 5–7 : EXCELLING</li> </ul> </li> <li>• <b>% Top Two Bands</b></li> </ul> <p><b>NAPLAN 201:</b>     Reading – Year 3 34.15% / Year 5 25.42%</p> <p style="padding-left: 40px;">Numeracy – Year 3 25.00% / Year 5 27.12%</p> <ul style="list-style-type: none"> <li>• <b>At or Above Expected Growth (Year 3 to Year 5) from 2017–2019</b></li> </ul> <ul style="list-style-type: none"> <li>• Our students demonstrated a <b>higher percentage of 'at or above expected growth'</b> in reading, writing, spelling, grammar–punctuation and numeracy <b>than both</b> the State and Similar School Group scores. For example: <ul style="list-style-type: none"> <li><b>Reading:</b> School 64.5% / Similar School Group 51.7% / State 58.4%</li> <li><b>Numeracy:</b> School 72.8% / Similar School Group 49.6% / State 53.1%</li> </ul> </li> <li>• All teachers contribute to gathering and analysing data through the use of formative and summative assessment strategies, use of literacy and numeracy progressions, PLAN 2 data, external assessments and the use of Scout data.</li> <li>• The learning intentions and success criteria for students are informed by both internal and external assessment data.</li> <li>• Assessment data is used to monitor student learning and to differentiate teaching programs.</li> <li>• Extensive use of pre– and post–testing to assess learning outcomes in the classroom and to guide teaching practice.</li> <li>• Maintained the structure of our K–6 literacy and numeracy support timetables in order to maximise teaching–learning time.</li> </ul> | <p>* Refer to KEY INITIATIVES section of this report.</p> <ul style="list-style-type: none"> <li>• Socio–Economic \$1300000 (includes additional teachers, SLSOfficers, speech pathologist, occupational therapist)</li> <li>• English Language Proficiency \$640294</li> <li>• Low Disability \$289044</li> <li>• Aboriginal Funding \$9080</li> <li>• Refugee Student Support \$93621</li> <li>• Integration Funding Support \$14988</li> <li>• Literacy–Numeracy Intervention (0.8 staffing) : \$85373)</li> </ul> |

**Process 2:** • EAfS (Phase 2) Program instructional leaders guide professional development and Tier 2/3 early

## Progress towards achieving improvement measures

### Process 2: interventions K–2..

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <ul style="list-style-type: none"> <li>• Implemented Early Action for Success (EAfS) Phase 2 program initiative which aims to improve student performance through a targeted approach in the early years of schooling K–2.</li> <li>• Instructional leaders provide professional development to all K–2 staff in the use of student assessment data to analyse and evaluate student understanding, identifying interventions and modifying teaching practices.</li> <li>• Use of aspects of the Literacy Progression is embedded in formative assessment to inform programming and to formulate learning intentions and success criteria.</li> <li>• Teachers are supported in using PLAN 2 data to determine teaching directions, monitor and assess student progress and achievement and reflect on teaching effectiveness.</li> <li>• Classroom–based professional learning for teachers, in particular beginning and early career teachers, was explicit and systematic.</li> </ul> | <ul style="list-style-type: none"> <li>• As above.</li> <li>• Instructional leaders (Deputy Principal) x 2 – EAfS funding \$326508.</li> </ul> |

### Process 3: • Evaluate K–6 core programs in literacy, numeracy and ICT and implement explicit and systematic scope and sequence plans.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <ul style="list-style-type: none"> <li>• Core programs are differentiated by class teachers to more effectively meet the individual needs of students. Differentiation of programs is evident.</li> <li>• Scope and sequence plans and core programs are evaluated to ensure that explicit and systematic teaching strategies in numeracy, literacy and ICT are embedded across all KLAs.</li> <li>• Implementation of core programs in history, geography and science and technology has ensured an increased and purposeful use of ICT technologies by all students K–6.</li> <li>• Students and teachers K–6 are using a range of digital platforms to teach, communicate and learn including Microsoft 365 (teams), Google Classroom, Reading Eggs and Wheeler 'ebook' platform as well as the implementation of STEM activities.</li> </ul> | <ul style="list-style-type: none"> <li>• As above.</li> <li>• Computer technician \$77000</li> <li>• ICT hardware/software \$100000</li> <li>• Literacy–Numeracy resources \$26024</li> </ul> |

## 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.

### Improvement Measures

Increased proportion of K–6 students are developing and monitoring achievement of their own learning goals.

All staff actively engaged in the PDP process.

Increase in the number of staff taking on leadership roles within the school.

### Progress towards achieving improvement measures

**Process 1:** • PDPs are the focus of professional learning.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <ul style="list-style-type: none"> <li>• Teachers engaged in planning their own professional development in order to improve performance and hence student learning outcomes.</li> <li>• 100% of staff achieved and maintained accreditation at appropriate levels within required timeframe.</li> <li>• Instructional rounds in numeracy, ICT, speech pathology, occupational therapy contributed to building teacher capacity.</li> <li>• Induction programs linked to the school context, curriculum, classroom practice and mentoring supported our beginning teachers.</li> <li>• The school implements explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and provision of specific and timely feedback.</li> <li>• All teachers participate in developing PDPs where professional goals are explicitly linked to the <b>Australian Professional Standards for Teachers</b>..</li> <li>• PDPs reflect both a whole school perspective and the achievement of common goals and the identification of individual teacher professional development needs.</li> <li>• Feedback to each teacher is provided to encourage teachers to build and develop their skill set and to work towards their accreditation at a higher level through taking on a variety of leadership roles within the school.</li> </ul> | <p>* Refer to KEY INITIATIVES section of this report.</p> <ul style="list-style-type: none"> <li>• Professional learning funds \$53560 (casual salaries)</li> <li>• QTSS staffing allocation 1.6 (salaries \$171066)</li> <li>• Beginning Teacher Support \$28260</li> <li>• Numeracy consultant \$67000</li> </ul> |

**Process 2:** • Students articulate learning goals and know what they need to do to be successful.

| Evaluation  | Funds Expended (Resources)                                    |
|---|---|
| <ul style="list-style-type: none"> <li>• Use of learning intentions and success criteria is embedded into all classroom teaching learning activities.</li> <li>• Learning intentions and success criteria inform the feedback given to students both in the classroom and within online learning platforms.</li> <li>• Students are given the opportunity both to formulate their own learning intentions and to reflect on their progress.</li> <li>• Student <b>Tell them From Me</b> survey results indicate positive indicators e.g.               <ul style="list-style-type: none"> <li>(i) <b>Relevance</b> – school mean 8.6/NSW Government norm 7.9</li> <li>(ii) <b>Students try hard to succeed in their learning</b> – school mean 92%/NSW Government norm 88%</li> <li>(iii) 72% 'expect to go to university'</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• As above.</li> </ul> |



## Progress towards achieving improvement measures

**Process 3:** • Leadership opportunities for K–6 staff, in order to further develop leadership capacity/capabilities, planned and implemented.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <ul style="list-style-type: none"><li>• A focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing student improvement is evident.</li><li>• Increased number of higher duty allowance positions created across K–6 to build leadership capacity.</li><li>• Leadership opportunities are linked to a willingness to model and share best practice and expertise and to use collaborative feedback and reflection to promote learning and innovation that delivers ongoing improvement in student outcomes.</li><li>• Teachers are encouraged and supported to take leadership roles across a range of school initiatives including sport, student leadership, e.g. SRC, Peer Support, school based performances and assemblies, technology and community participation.</li><li>• School Executive have implemented Microsoft 365 Teams to enhance communication with their grades, supporting collaboration and continuity in planning.</li><li>• Opportunity to participate and lead school-based committees including ICT and Wellbeing.</li></ul> | <ul style="list-style-type: none"><li>• As above.</li><li>• Professional learning/casual salaries \$50000 – mentoring</li><li>• School Support Allocation (Principal Support) \$51242</li><li>• Higher duty allowances \$68000</li></ul> |

## 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.

### Improvement Measures

Attendance rates improve from 2017 baseline of 92.4%.

Increased range of leadership opportunities for K–6 students.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

An increase in parent understanding of and involvement in school programs/decision making/workshops.

### Progress towards achieving improvement measures

**Process 1:** • Well Being Framework incorporated into school planning/processes.

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| <ul style="list-style-type: none"> <li>• Attendance rate in 2019 was 92.7% (2017 baseline was 92.4%).</li> <li>• <b>Tell Them From Me</b> survey results included:               <ul style="list-style-type: none"> <li># <b>sense of belonging</b> : school mean 90% / NSW Government Norm 81%</li> <li># <b>expectations for success</b> : school mean 9.4 / NSW Government Norm 8.7</li> <li># <b>advocacy at school</b> : school mean 8.7 / NSW Government Norm 7.7</li> </ul> </li> <li>• The school collects and analyses data including absence data, parent and student surveys and staff feedback to develop a whole school approach to wellbeing and engagement to improve student learning outcomes.</li> <li>• The school <b>Learning Support Team (LST)</b> meets regularly to actively provide advice, support and assistance across the school community to help students fulfil their potential.</li> <li>• Expectations of behaviour are co–developed with students, staff and parents through the communication of the school discipline code resulting in positive and respectful relationships across the school.</li> <li>• Planning for learning is informed by evidenced–based practices and personalised learning plans are developed to support individual student's wellbeing and learning needs in consultation with parents/carers.</li> </ul> | <ul style="list-style-type: none"> <li>• As per Strategic Directions 1 and 2.</li> <li>• Refer to KEY INITIATIVES section of report.</li> <li>• Flexible Funding for Wellbeing Services \$52111</li> <li>• Excursions/Incursions \$75000</li> <li>• Resources \$25000</li> </ul> |

**Process 2:** • Provide a range of leadership opportunities for K–6 students.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <ul style="list-style-type: none"> <li>• Leadership opportunities are provided for students through the implementation of peer support program, SRC initiatives, House Captains and Vice Captains, School Captains and Prefects and environmental initiatives such as recycling.</li> <li>• Student leaders are recognised and participate in a range of within school activities such as Gold Banner Assemblies, Presentation Day, Kinder</li> </ul> | <p>As above.</p>           |

## Progress towards achieving improvement measures

Orientation and the implementation of Buddy Reading.

- The SRC driving wellbeing initiatives such as Harmony Day and Reconciliation Week K–6.
- Increased participation of SRC in K–6 Values program and fundraising activities.
- Implementation of Year 6 individual fitness programs, planned lunch sporting activities and supporting Premiers Sporting Challenge in order to improve obesity and physical activity levels.
- Aspects of '**Student Voice**' related to participation, leadership, positive environment/culture, engagement, personal and social capabilities are an increasing focus of planning and communication.

**Process 3:** • Planned involvement of parents/carers in workshops, surveys, use of school website, membership of P&C, school committees and school programs.

### Evaluation

### Funds Expended (Resources)

- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.
- 2019 'Partners in Learning' Parent Survey (**Tell Them From Me**) which relates to parents' perceptions of their children's experiences at home and school indicated our school mean was **above** the NSW Government Norm in the following aspects:
  - \* Parents feel welcome.
  - \* Parents are informed.
  - \* School supports learning.
  - \* School supports positive behaviour.
  - \* Safety at school.
  - \* Inclusive school.
- Parents participated in workshops with a focus on literacy, numeracy, ICT, speech pathology and occupational therapy to enable parents to support their children at home.
- Parent workshops conducted by Police Youth Liaison Officer in the safe and ethical use of ICT.
- Increased use of school website to communicate whole school initiatives to parents.
- Introduction of Sentral to facilitate increased communication between parents and school.
- Parents have the opportunity to participate across a range of school activities including PSSA, sporting carnivals, school excursions and cultural activities including choirs and Gillawarna Dance Group.

- As above.

| Key Initiatives                            | Resources (annual)  | Impact achieved this year   |
|--|---|---|
| <b>Aboriginal background loading</b>       | \$9080 (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>PLPs also include an aspirational goal as well as an attendance aspect.</p> <p>Strengthened support for Aboriginal students at Year 6–Year 7 transition point.</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>  |
| <b>English language proficiency</b>        | <p>\$64028 (salaries/resources) – flexible funding</p> <p>5.4 teaching staff allocation (\$576266)</p> <p>Total = \$640294</p>  | <p>Refer to Strategic Directions 1/2/3.</p> <ul style="list-style-type: none"> <li>• Utilising the EAL/D Learning Progression support provided for students in all phases of English language learning – Beginning, Emerging, Developing and Consolidating.</li> <li>• Specialist staff employed to meet the English language needs of EAL/D students.</li> <li>• Staff capacity enhanced through professional learning about EAL/D pedagogy and practice.</li> <li>• EAL/D teachers worked collaboratively with class teachers and members of the LST to monitor progress and work towards positive learning outcomes for our students.</li> <li>• Two Intensive Language classes (Years 3–4 and Years 5–6) formed to meet new arrival / refugee student needs.</li> </ul>                                 |
| <b>Low level adjustment for disability</b> | <p>\$107627 (salaries/resources) – flexible funding</p> <p>1.7 teaching staff allocation (\$181417)</p> <p>Total = \$289044</p> | <p>Refer to Strategic Directions 1/2/3.</p> <p>Funding allocated to support students in mainstream classes who have additional learning and support needs.</p> <p>Individual support provided to increase the level of student outcomes and engagement in learning.</p> <p>School learning support officers / speech pathologist / 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.</p> <p>Professional development in relation to differentiating the curriculum supported teachers in meeting student needs.</p> |
|  |   |   |

|  |   |   |
|--|---|---|
| <p><b>Quality Teaching, Successful Students (QTSS)</b></p>           | <p>QTSS staffing allocation of 1.603.</p> <p>\$171066 (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><b>Socio-economic background</b></p>                              | <p>\$1097240 (flexible)</p> <ul style="list-style-type: none"> <li>– salaries \$1200000</li> <li>– resources \$50000</li> <li>– technology \$100000</li> <li>– excursions/incursions \$75000</li> </ul> <p>1.9 staffing allocation (\$202760)</p> <p>Total = \$1300000</p> <p>* balance covered by carried over funds from 2018</p> | <p>Refer to Strategic Directions 1/2/3.</p> <p>Focus on literacy and numeracy as the foundations for learning.</p> <p>Targeted support provided to maximise student outcomes through quality teaching and learning. Strategies included:</p> <ul style="list-style-type: none"> <li>• employing school learning support officers to provide individual/small group learning support.</li> <li>• employing extra teachers to reduce class sizes.</li> <li>• executive release to model/support/team teach with classroom teachers.</li> <li>• employed a speech pathologist/occupational therapist to support K–2 students and provide teacher professional development.</li> <li>• upgrading literacy, numeracy and technology resources.</li> <li>• subsidised K–6 excursions/incursions to increase learning opportunities/student engagement.</li> </ul> |
| <p><b>Support for beginning teachers</b></p>                         | <p>\$28260</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><b>Targeted student support for refugees and new arrivals</b></p> | <p>\$93621</p>  | <p>Refer to Strategic Directions 1/2/3.</p> <ul style="list-style-type: none"> <li>• Support aimed at providing intensive English language and learning support/transition to school.</li> <li>• School Learning Officer (Ethnic) assisted class teachers by acting as a point of contact for parents.</li> <li>• EAL/D and specialist staff provided intervention and support.</li> <li>• Teacher professional development via courses such as: "Teaching Refugees in my Classroom".</li> <li>• Parent workshops – literacy, numeracy, speech pathology.</li> </ul>  |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2016       | 2017 | 2018 | 2019 |
| Boys     | 469        | 506  | 498  | 497  |
| Girls    | 468        | 502  | 491  | 485  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2016 | 2017 | 2018 | 2019 |
| K         | 93.9 | 92.7 | 93.1 | 93   |
| 1         | 95.3 | 92   | 93   | 92.1 |
| 2         | 92.7 | 94.8 | 93.9 | 93.4 |
| 3         | 94.4 | 92.7 | 94.3 | 93.1 |
| 4         | 93.6 | 93.7 | 93   | 93.8 |
| 5         | 93.7 | 93   | 93.1 | 91.7 |
| 6         | 92.8 | 93   | 93.5 | 91.7 |
| All Years | 93.8 | 93.1 | 93.4 | 92.7 |
| State DoE |      |      |      |      |
| Year      | 2016 | 2017 | 2018 | 2019 |
| K         | 94.4 | 94.4 | 93.8 | 93.1 |
| 1         | 93.9 | 93.8 | 93.4 | 92.7 |
| 2         | 94.1 | 94   | 93.5 | 93   |
| 3         | 94.2 | 94.1 | 93.6 | 93   |
| 4         | 93.9 | 93.9 | 93.4 | 92.9 |
| 5         | 93.9 | 93.8 | 93.2 | 92.8 |
| 6         | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94   | 93.9 | 93.4 | 92.8 |

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 2     |
| Assistant Principal(s)                  | 4     |
| Classroom Teacher(s)                    | 38.74 |
| Teacher of Reading Recovery             | 0.8   |
| 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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 7.20%   |
| Teachers       | 3.30%                  | 2.90%   |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2019 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 2,351,338        |
| <b>Revenue</b>                        | 9,688,100        |
| Appropriation                         | 9,500,564        |
| Sale of Goods and Services            | 51,410           |
| Grants and contributions              | 109,184          |
| Investment income                     | 18,460           |
| Other revenue                         | 8,482            |
| <b>Expenses</b>                       | -9,408,513       |
| Employee related                      | -8,519,082       |
| Operating expenses                    | -889,431         |
| <b>Surplus / deficit for the year</b> | 279,587          |

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.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

|                         | 2019 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 108,984                       |
| <b>Equity Total</b>     | 2,240,453                     |
| Equity - Aboriginal     | 9,080                         |
| Equity - Socio-economic | 1,300,000                     |
| Equity - Language       | 640,294                       |
| Equity - Disability     | 291,079                       |
| <b>Base Total</b>       | 6,052,568                     |
| Base - Per Capita       | 232,057                       |
| Base - Location         | 0                             |
| Base - Other            | 5,820,511                     |
| <b>Other Total</b>      | 970,298                       |
| <b>Grand Total</b>      | 9,372,303                     |

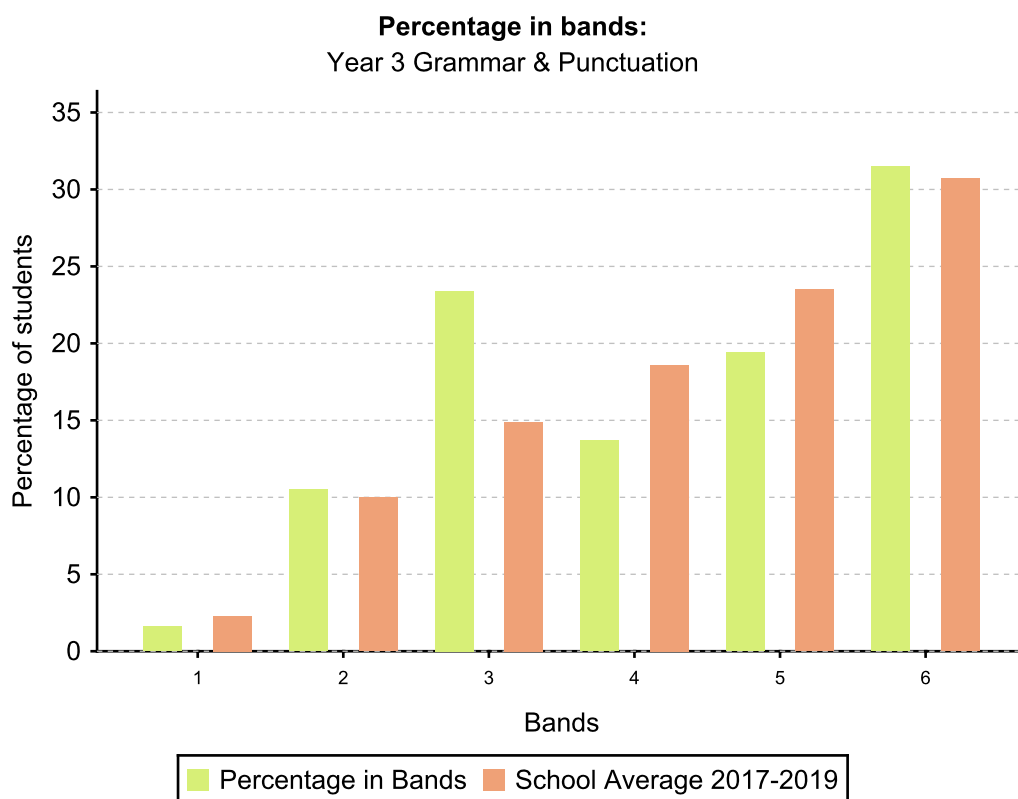
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

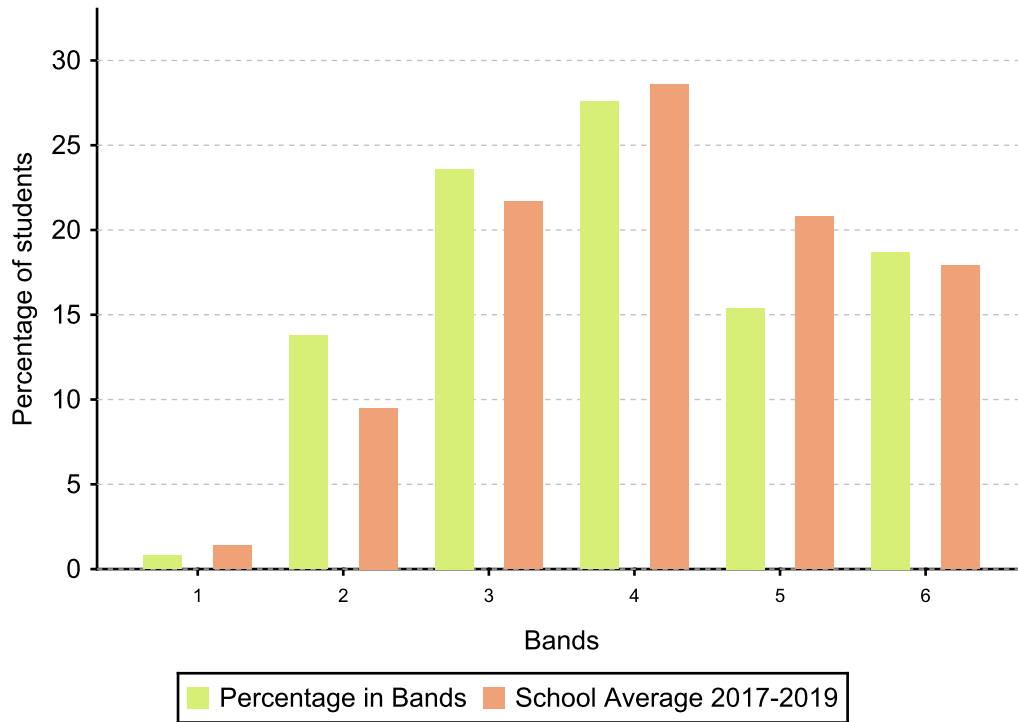
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



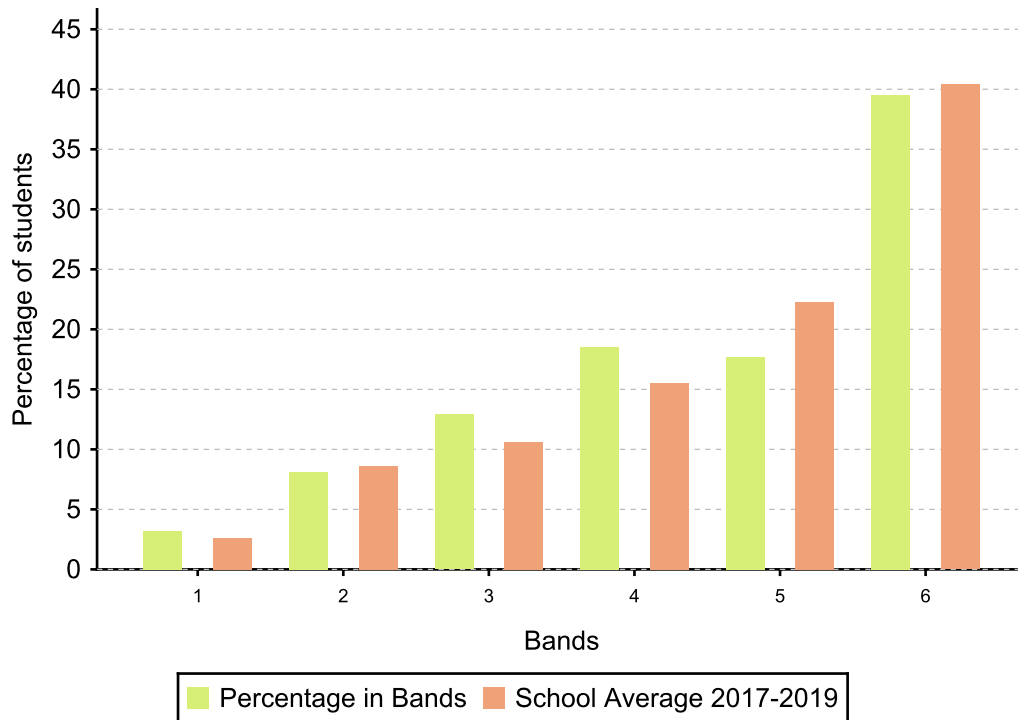
| Band                   | 1   | 2    | 3    | 4    | 5    | 6    |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 1.6 | 10.5 | 23.4 | 13.7 | 19.4 | 31.5 |
| School avg 2017-2019   | 2.3 | 10   | 14.9 | 18.6 | 23.5 | 30.7 |

**Percentage in bands:  
Year 3 Reading**



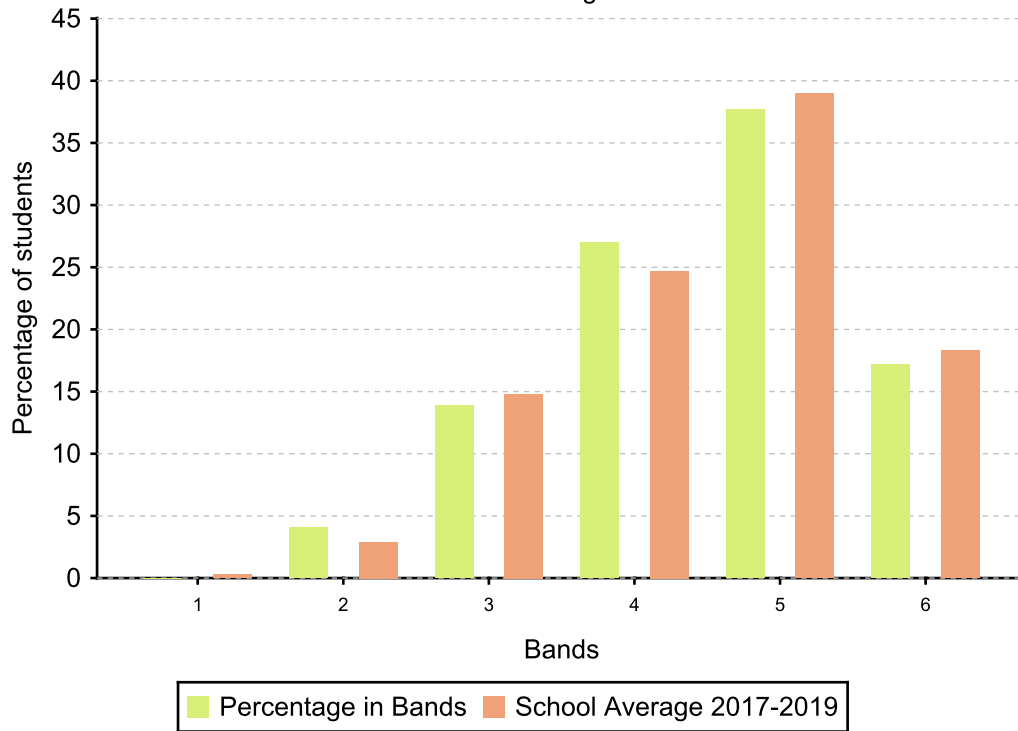
| Band                   | 1   | 2    | 3    | 4    | 5    | 6    |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 0.8 | 13.8 | 23.6 | 27.6 | 15.4 | 18.7 |
| School avg 2017-2019   | 1.4 | 9.5  | 21.7 | 28.6 | 20.8 | 17.9 |

**Percentage in bands:  
Year 3 Spelling**



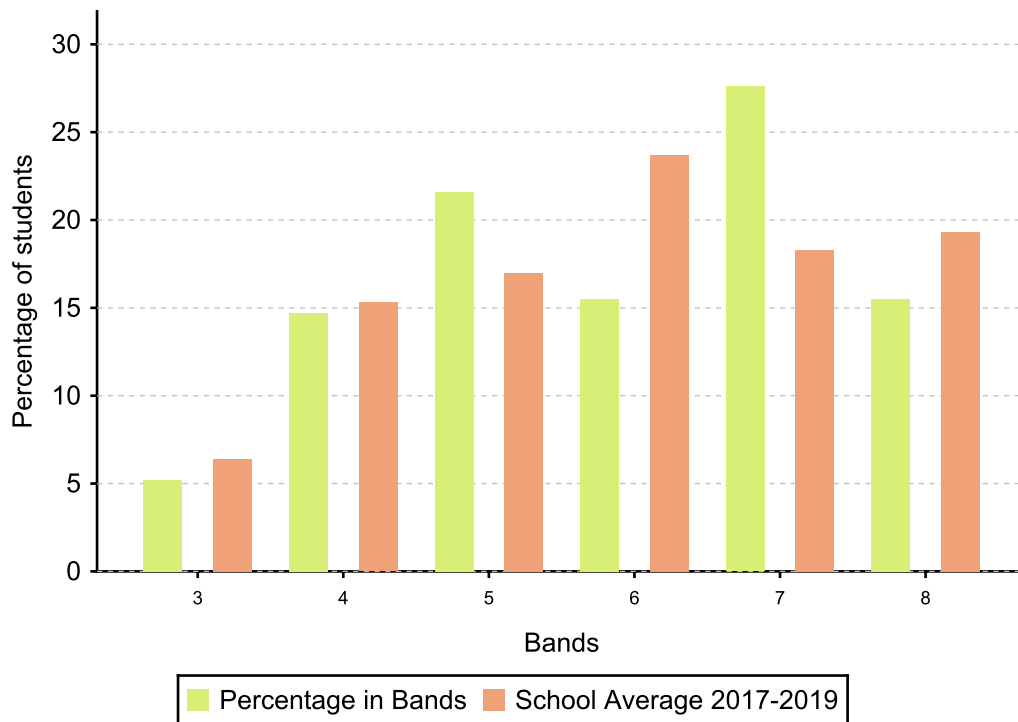
| Band                   | 1   | 2   | 3    | 4    | 5    | 6    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 3.2 | 8.1 | 12.9 | 18.5 | 17.7 | 39.5 |
| School avg 2017-2019   | 2.6 | 8.6 | 10.6 | 15.5 | 22.3 | 40.4 |

**Percentage in bands:**  
Year 3 Writing



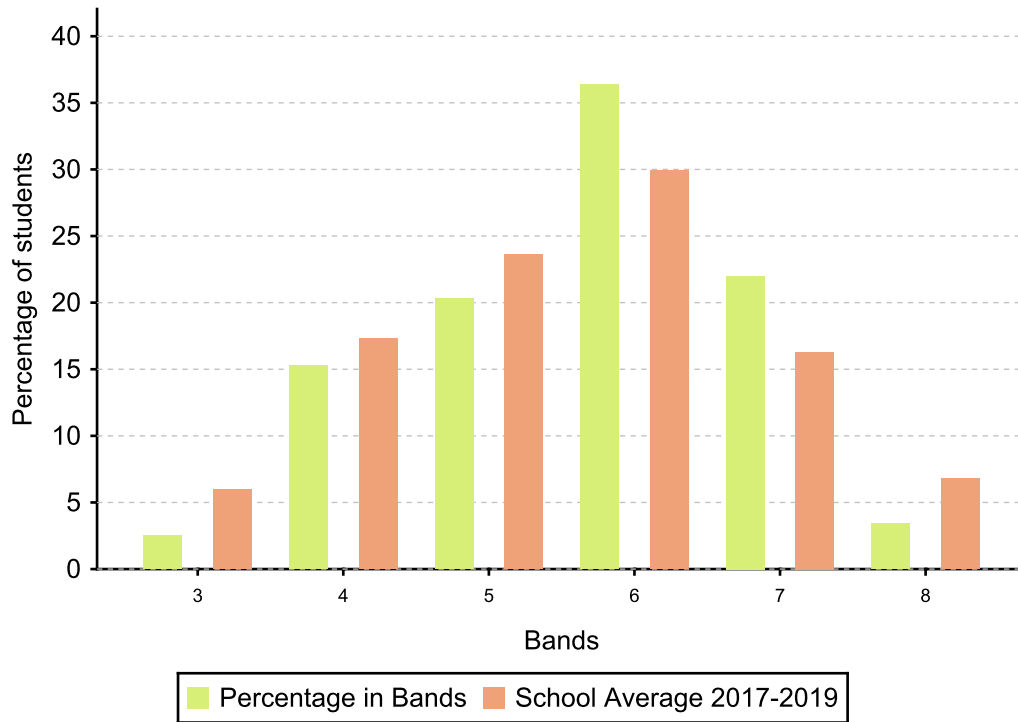
| Band                   | 1   | 2   | 3    | 4    | 5    | 6    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 4.1 | 13.9 | 27.0 | 37.7 | 17.2 |
| School avg 2017-2019   | 0.3 | 2.9 | 14.8 | 24.7 | 39   | 18.3 |

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



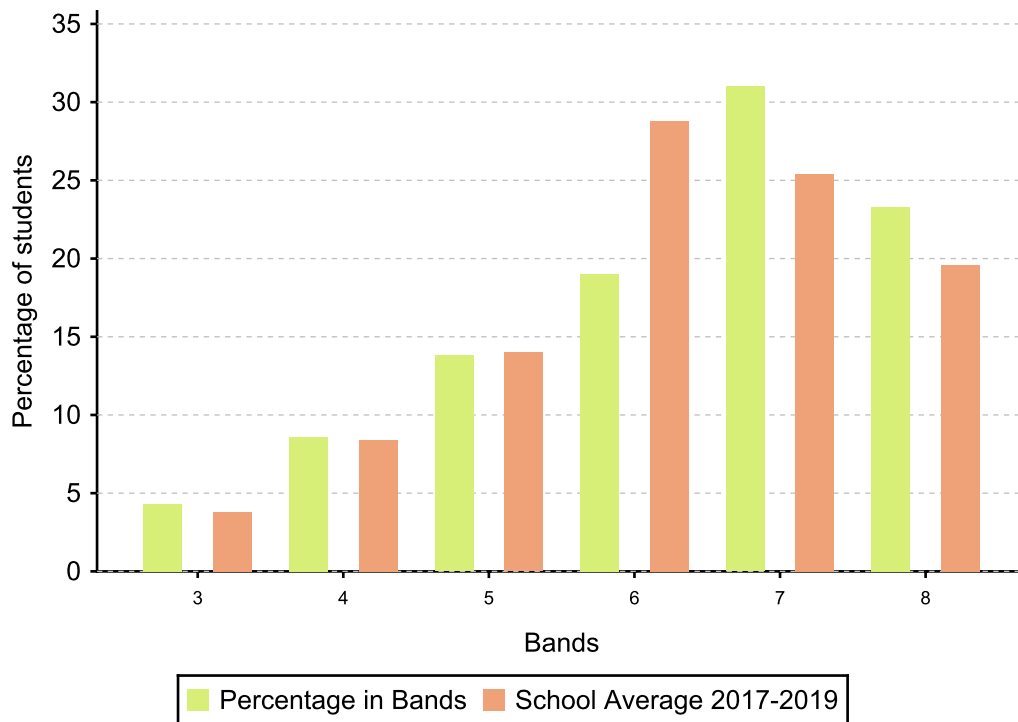
| Band                   | 3   | 4    | 5    | 6    | 7    | 8    |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 5.2 | 14.7 | 21.6 | 15.5 | 27.6 | 15.5 |
| School avg 2017-2019   | 6.4 | 15.3 | 17   | 23.7 | 18.3 | 19.3 |

**Percentage in bands:  
Year 5 Reading**



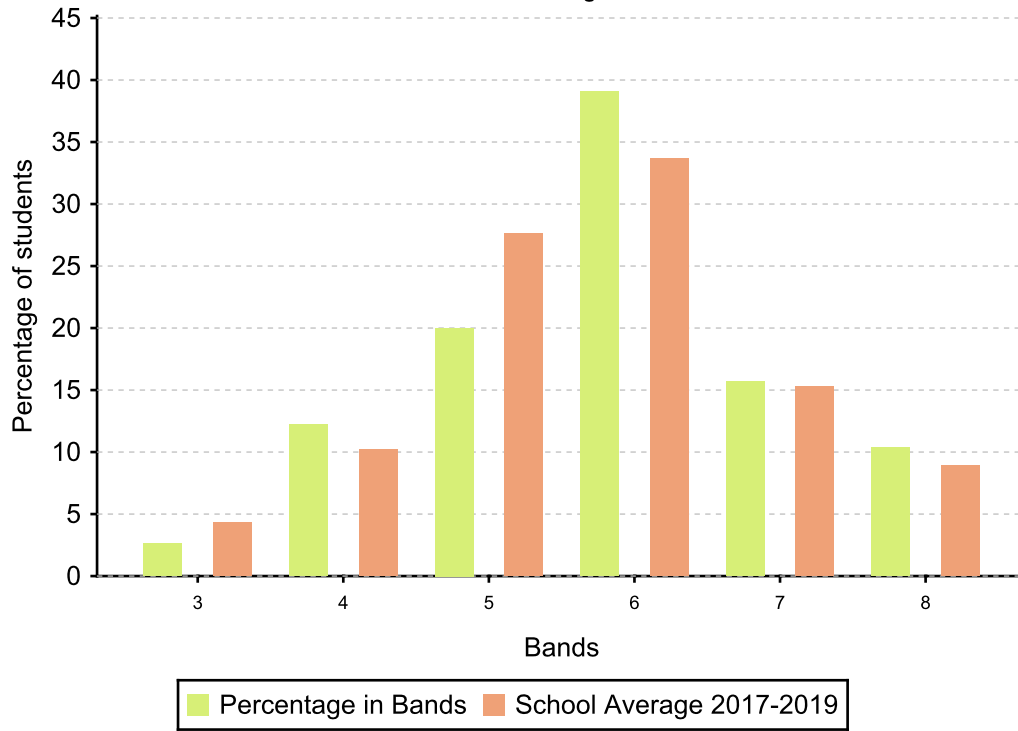
| Band                   | 3   | 4    | 5    | 6    | 7    | 8   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 2.5 | 15.3 | 20.3 | 36.4 | 22.0 | 3.4 |
| School avg 2017-2019   | 6   | 17.3 | 23.6 | 29.9 | 16.3 | 6.8 |

**Percentage in bands:  
Year 5 Spelling**



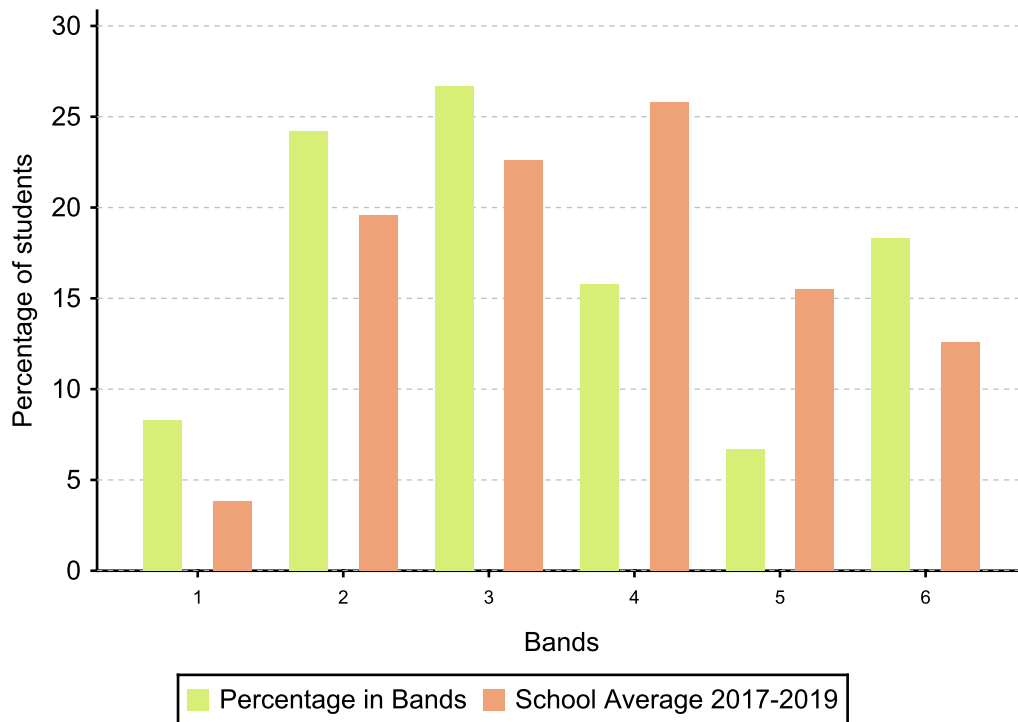
| Band                   | 3   | 4   | 5    | 6    | 7    | 8    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 4.3 | 8.6 | 13.8 | 19.0 | 31.0 | 23.3 |
| School avg 2017-2019   | 3.8 | 8.4 | 14   | 28.8 | 25.4 | 19.6 |

**Percentage in bands:**  
Year 5 Writing



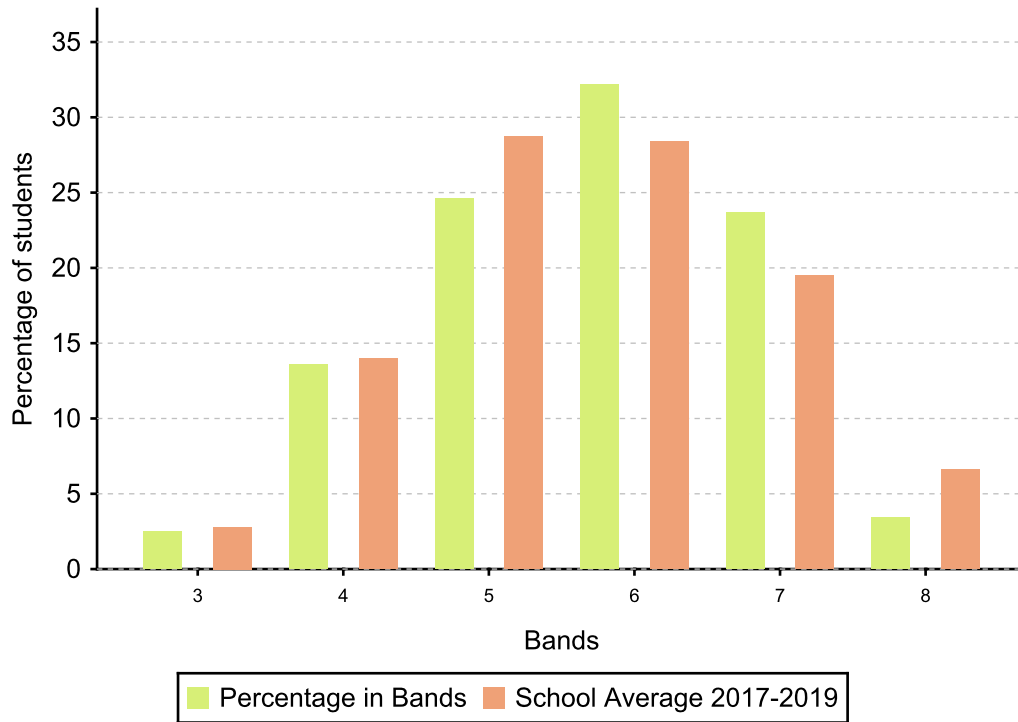
| Band                   | 3   | 4    | 5    | 6    | 7    | 8    |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 2.6 | 12.2 | 20.0 | 39.1 | 15.7 | 10.4 |
| School avg 2017-2019   | 4.3 | 10.2 | 27.6 | 33.7 | 15.3 | 8.9  |

**Percentage in bands:**  
Year 3 Numeracy



| Band                   | 1   | 2    | 3    | 4    | 5    | 6    |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 8.3 | 24.2 | 26.7 | 15.8 | 6.7  | 18.3 |
| School avg 2017-2019   | 3.8 | 19.6 | 22.6 | 25.8 | 15.5 | 12.6 |

**Percentage in bands:  
Year 5 Numeracy**



| Band                   | 3   | 4    | 5    | 6    | 7    | 8   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 2.5 | 13.6 | 24.6 | 32.2 | 23.7 | 3.4 |
| School avg 2017-2019   | 2.8 | 14   | 28.7 | 28.4 | 19.5 | 6.6 |

**Year 3 : TOP TWO BANDS**

**Spelling** – 57.3% of our students were in the top two bands compared to 34.3% for Similar School Group (SSG) and 52% for State.

**Writing** – 54.9% school / 36.6% SSG / 55.1% State.

**Reading** – 34.1% school / 31% SSG / 51.7% State.

**Numeracy** – 25% school / 20.8% SSG / 39.9% State.

**Grammar and Punctuation** – 50.8% school / 35.2% SSG / 56.4% State.

**Year 5 : TOP TWO BANDS**

**Spelling** – 54.3% school / 20.8% SSG / 37.6% State.

**Writing** – 26.1% school / 7.1% SSG / 17.6% State.

**Reading** – 25.4% school / 19.1% SSG / 36.1% State.

**Numeracy** – 27.1% school / 13.3% SSG / 29.8% State.

**Grammar and Punctuation** – 43.1% school / 19.8% SSG / 37.4% State.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents/caregivers, students and teachers about the school.

During 2019 our school participated in the various **Tell Them From Me** (TTFM) surveys for students, teachers and parents/caregivers.

- TTFM Student Survey
- TTFM 'Focus on Learning' Teacher Survey
- TTFM 'Partners in Learning' Parent Survey

Overall, survey results indicated a higher positive response for our school when compared with NSW Government Norms.

Feedback will assist in guiding our school planning and the identification of school improvement initiatives.

Aspects of each survey are listed below.

### STUDENT SURVEY

#### Student Outcomes and School Climate

Students with a positive sense of belonging – school mean 90% / NSW Government norm 81%

Students with positive relationships – school mean 91% / NSW Government norm 85%

Students try hard to succeed in their learning – school mean 92% / NSW Government norm 88%

Effective learning – school mean 9.1 / NSW Government norm 8.2

Relevance – school mean 8.6 / NSW Government norm 7.9

Advocacy at school – school mean 8.7 / NSW Government norm 7.7

Positive learning climate – school mean 8.2 / NSW Government norm 7.2

Expectations for success – school mean 9.4 / NSW Government norm 8.7

### TEACHER SURVEY

#### PART A

##### Eight Drivers of Student Learning

Leadership – school mean 9.0 / NSW Government norm 7.1

Collaboration – school mean 9.0 / NSW Government norm 7.8

Learning Culture – school mean 8.9 / NSW Government norm 8.0

Data Informs Practice – school mean 8.8 / NSW Government norm 7.8

Teaching Strategies – school mean 8.9 / NSW Government norm 7.9

Technology – school mean 8.0 / NSW Government norm 6.7

Inclusive School – school mean 9.0 / NSW Government norm 8.2

Parent Involvement – school mean 7.8 / NSW Government norm 6.8

#### PART B

##### Four Dimensions of Classroom and School Practices

Challenging and Visible Goals – school mean 8.7 / NSW Government norm 7.5



Planned learning opportunities – school mean 8.6 / NSW Government norm 7.6

Quality feedback – school mean 8.6 / NSW Government norm 7.3

Overcoming obstacles to learning – school mean 8.7 / NSW Government norm  
7.7

## **PARENT SURVEY**

### **Perspectives**

Parents feel welcome – school mean 8.0 / NSW Government norm 7.4

Parents are informed – school mean 8.3 / NSW Government norm 6.6

School supports learning – school mean 9.4 / NSW Government norm 7.3

School supports positive behaviour – school mean 8.1 / NSW Government norm 7.7

Parents support learning at home – school mean 2.6 / NSW Government norm 6.3

Safety at school – school mean 8.5 / NSW Government norm 7.4

Inclusive school – school mean 9.2 / NSW Government norm 6.7

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.