

2021 Annual Report

Fairfield Public School



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Introduction

The Annual Report for 2021 is provided to the community of Fairfield 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2021 commenced with significant reflection on the challenges of 2020 and a commitment that the wellbeing of our whole school community was at the core of everything we did. However, little were we to know that further challenges would be awaiting us in Semester 2, with an extended period of Home Learning, frequent school closures due to COVID-19 cases and a change in leadership, as Mr David Smith was successful in attaining a principal role elsewhere.

Throughout these challenges the school's commitment to student learning remained the focus. The staff drew on the experiences from 2020 to develop effective teaching programs, building on use of the online platform of SEESAW. The transition to Home Learning was seamless, as our community was aware of the expectations. The school provided devices to families in need to support their learning. Home Learning packs were mailed out each fortnight with necessary resources to support learning.

Implementation of Fairfield Public School's 2021-2024 Strategic School Improvement Plan commenced with a strong emphasis on building teacher capacity. The focus on building teacher capacity was to ensure consistent, explicit teaching for students in literacy and numeracy whilst strengthening teachers' skill sets to cater for the specific needs of students at Fairfield Public School.

The school received substantial funding to commence the COVID Intensive Learning Support Program, which provided all students in Years 1-6 with small group instruction in Reading and Numeracy. There was a high level of student engagement during these sessions, which resulted in all students improving one or more levels in the targeted areas of the Literacy and Numeracy Progressions. The implementation of the program in Semester 1 enabled the continuation of the program during Home Learning through one-on-one support via phone calls and SEESAW.

The school continued to ensure that a range of technology was accessible to students and teachers. This was achieved by upgrading iPads, COMMBboxes and purchasing sets of laptops for Years 3 to 6. The Computer Lab upgrade continued in readiness for its opening in 2022.

Recognition of student achievement was paramount in 2021, and we adapted our processes when required. The Positive Behaviour for Learning (PBL) team maintained the recognition of student achievement in our core values of We are Safe, We are Respectful and We Are Responsible Learners through awards being digitally obtained during Home Learning. Our PBL Blue Breakfast Celebration and year-based Presentation Days proceeded in a COVID-safe environment.

Throughout 2021 there was a positive change in our students' independence. Our whole school community demonstrated their flexibility, strength, and concern for each other. I was inspired by their resilience and honoured to be the principal of Fairfield Public School for the second half of the year.

Ms Leanne Condran

Acting Principal

School vision

At Fairfield Public School, we are dedicated to providing a safe and nurturing environment so student wellbeing strongly supports their personal and academic skills so they can strive to become successful, self-motivated learners.

Fairfield Public School is committed to providing ongoing professional learning for all staff. Evidence-based pedagogy and sustainable practices, driven by data analysis, are at the forefront of our strategic planning. We endeavour to provide students with the opportunities to engage in a challenging and student-centred curriculum which promotes reflective and adaptive thinking, innovation and creativity.

At Fairfield Public School, we strive to engage all members of our community by developing a sense of mutual respect for the diversity within our community, so everyone has the opportunity to have a voice.

School context

Fairfield Public School is located in the heart of the Fairfield Central Business District, was officially opened in 1889 by Sir Henry Parkes.

The school community is committed to providing excellence and equity for all with a high level of trust in the school, the staff and its procedures and practices. This is provided within a focus of developing a safe, stimulating environment with a focus on active participation, improvement and learning. The school motto "Learning Together" symbolises the cooperative partnerships and values of the school. Our multicultural community is valued, and their language, academic and cultural needs are incorporated into all school plans and programs.

The school's student enrolment is transient in nature with an enrolment of 503 students at the beginning of 2021, down from 565 at the end of 2020. Students come from diverse cultural and language backgrounds, with 95% from language backgrounds other than English. There are 40 languages represented within the school community with, Arabic, Assyrian, Vietnamese, Bosnian and Tongan being the predominant groups. 40% of the school's enrolments are refugee students, many of whom have a background of torture, trauma and limited prior educational experiences. Students are supported through additional staffing and extensive resourcing.

The school has a strong academic focus, achieving above the state average in value-added growth. The school provides a wide range of academic and extra-curricular programs to develop the 'whole child'. These programs include Early Action for Success, Community Languages, community and multicultural events, creative arts opportunities, debating and various sporting activities. Students are provided with leadership opportunities. The school is well resourced in a variety of technologies to facilitate student learning.

The school is a hub of the local community and is frequently a meeting place. It serves as a venue for community groups. Fairfield City Council has an established preschool on-site. Our Schools as Community Centre facilitates community and supported playgroups, as well as parenting workshops.

The school teaching staff is a mix of highly experienced and early career teachers. High-impact professional learning in literacy and numeracy for all staff continues to be a significant focus. Instructional leadership delivers regular team-based sessions, reflecting on current research practices and authentic data analysis to drive improved teaching and learning programs. This is supported by significant equity funds to employ additional human and physical resources. These resources supplement the Instructional Leadership Team to facilitate shoulder-to-shoulder professional learning and support the learning needs of students.

Embedded into the school's ethos are the ongoing partnerships with external agencies to support the needs of the community, including The Smith Family, STARTTS, NSW Refugee Health, OneSight, OzHarvest and PARKS.

As a result of a comprehensive situational analysis, in consultation with parents, students and staff, three strategic directions for the 2021-2024 School Strategic Improvement Plan were developed.

The identified strategic directions are:

- 1) Student Growth and Attainment, with a focus on Literacy and Numeracy; and Global Teaching Pedagogy,
- 2) Wellbeing and Engagement with a focus on Social and Emotional Learning and Effective Partnerships for Learning and
- 3) Data Drives Change with a focus on Data Skills and Use and Reflective and Adaptive Practitioners.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

When teacher capacity and accountability is strengthened through effective evidence based classroom practices then student learning outcomes will improve.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Initiative 1: Literacy and Numeracy
- Initiative 2: Global Teaching Pedagogy

Resources allocated to this strategic direction

Early Action for Success (EaFS): \$308,723.00
Socio-economic background: \$686,158.00
English language proficiency: \$51,055.00
QTSS release: \$107,296.00
Literacy and numeracy intervention: \$91,883.00
Literacy and numeracy: \$16,853.00
6100 Operational Funding: \$51,000.00
Professional learning: \$20,000.00
Aboriginal background: \$2,851.00

Summary of progress

Initiative 1: Literacy and Numeracy

Whole school professional learning in 'Effective Reading Instruction in the Early Years' was undertaken. Groups of teachers then participated in further professional learning in phonological awareness, phonics and comprehension. This was supplemented by shoulder-to-shoulder support from the AP Specialists and Instructional Leaders in the planning and teaching of this knowledge. An external provider was engaged to consolidate and build executive capacity to coach and instruct teachers in explicit teaching, setting high expectations and planning for stage outcomes through knowledge of the syllabus and analysis of data.

The Assistant Principals and Instructional Leader led a whole school focus on Teaching Strategies - Building Number Sense and Reasoning through the provision of professional learning, modelling and shoulder-to-shoulder support. The expectation was that Number Talks were to occur three times a week, during mathematics. This was monitored through learning walks. During the Learning from Home period, number talks were still part of students' learning as was evident through their home learning grids and SEESAW work samples.

In 2022 our focus will be on whole school development in fluency in reading, developing vocabulary specific to all Key Learning Areas, and Additive and Multiplicative Strategies in numeracy.

Initiative 2: Global Teaching Pedagogy:

During Semester 1, new staff to the school were provided with professional learning around our non-negotiable practices, which included externally provided professional learning for sixteen teachers who attended *Habits of Highly Effective Teachers* and four teachers who participated in training to meet the needs of students identified with Autism in their class. Four teachers were also trained in *Teaching Students from a Refugee Background* by our EAL/D Leader, to upskill them in EAL/D pedagogy. At the commencement of Term 2, a whole school audit was undertaken which focused on learning traits to assist in teaching for inclusion. The executive analysed the audit which identified trends across the school, stages and genders. This identified the need for all staff to undertake professional learning in *Speech, Language and Communication*. 50 staff completed this facilitated training during Semester 2, which enabled them to have a clearer understanding of students who are EAL/D learners, as opposed to students with a language disorder. This audit also identified specific strategies to support students in accessing the curriculum, as well as identifying students who required specific individualised support during home learning. As part of the teaching for inclusion, two staff members joined the Aboriginal Educational Collaboration Network. This enabled them to strengthen links within our community of schools, and provide future direction for the school in Aboriginal Education.

Throughout 2021, our Instructional Leaders and Assistant Principals Specialist, have provided shoulder to shoulder support for all teachers, based on an identified need. This included ongoing monitoring and discussions around the non-

negotiable practices during weekly Learning and Teaching Meetings, the five weekly planning cycles, and the COP process (Conversation, Observation and Product). During the Home Learning time, it enabled a strong examination and development in the practice of learning intentions, success criteria and providing feedback to students. Whilst the practice was strong during Home Learning, the challenge was to maintain it during face to face learning. Professional Learning regarding *High Impact Teaching Strategies*, with Jann Farmer-Haley was undertaken in Term 4 with the School Strategic Improvement Team. Written Feedback provided by middle executive regarding non-negotiables and effective teaching pedagogy identified the need for a whole school definition of teaching practices to ensure consistency of metalanguage and application of practice. Further professional learning is required in identifying, understanding and implementing effective pedagogy that addresses the whole teaching and learning cycle, which will then be evident in teaching programs.

Next year in this initiative, the focus will be on strengthening our knowledge and application of non-negotiables, such as Teaching English Language Learners (TELL), addressing the use and application of assessment practices to inform student learning and providing professional learning around High Potential Gifted Education.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
READING: Increase proportion of students in the top two bands in NAPLAN reading by 4.2% or more from baseline data.	There was a minor increase of 1.51% of students in the top two bands in NAPLAN. Factors that may have contributed to the smaller than anticipated gain included the school being at Level 3+ during the COVID-19 lockdown. This resulted in a substantial time where students were accessing their learning from home. Due to students experiencing difficulty in accessing technology, online instruction proved difficult in differentiating student needs in this area.
READING: A minimum of 59.5% of students achieve at or above expected growth in NAPLAN Reading.	This progress measure was achieved due to a focus on improving teacher pedagogy and delivery of lessons in the explicit teaching of reading comprehension, phonological awareness and phonics. Shoulder-to-shoulder support was provided by Assistant Principal Specialists and Instructional Leaders to model best practice and build the confidence of teachers in the teaching of reading.
NUMERACY: Increase proportion of students in the top two bands in NAPLAN numeracy by 4.1% or more from baseline data	There was a minor increase of 1.44% of students in the top two bands in NAPLAN. Factors that may have contributed to the smaller than anticipated gain included the school being at Level 3+ during the COVID-19 lockdown. This resulted in a substantial time where students were accessing their learning from home. Due to students experiencing difficulty in accessing technology, online instruction proved difficult in differentiating for student need.
NUMERACY: A minimum of 54.9% of students achieve at or above in expected growth in NAPLAN Numeracy	This progress measure exceeded by 4.19%. This was due to a strong focus on PLAN 2 data to drive the teaching cycle, which was supplemented through data conversations with executives. There was also whole school professional learning in Number Sense and Reasoning which provided teachers with a deeper understanding of the need for student talk in solving and explaining their mathematical learning. Assistant Principal Specialists and Instructional Leaders provided shoulder-to-shoulder support in the implementation of these strategies.
SCHOOL IMPROVEMENT: Students achieve school targets within: <ul style="list-style-type: none"> • Understanding Texts • Creating Texts and • Additive Strategies 	In the areas of Understanding Texts and Creating Texts, the school identified targets were not met. Whilst some cohorts were on track at the end of semester 1, extenuating circumstances, as previously mentioned, due to the extended learning from home, impacted the achievement of these targets. In the area of Additive Strategies, Years 2 & 3 exceeded the target. Kindergarten, Year 1 & 4 were on track at the end of semester 1 to achieve the targets but were on average 8% below the target at the end of Semester 2. Stage 3 was on average 25% below the target. The mathematical working team has undertaken professional learning in Additive Strategies, which is the future direction for whole school professional learning in 2022.
School Excellence Framework	Self-assessment against the School Excellence Framework shows the

<p>Effective Classroom Practice</p> <p>Consolidating at Sustaining and Growing in all themes of Effective Classroom Practice.</p> <p>Curriculum</p> <p>Consolidating at Delivering in Differentiation and Curriculum Provision</p> <p>Achieve Sustaining and Growing in Teaching and Learning Programs.</p> <p>Student Performance Measures</p> <p>Delivering for NAPLAN and Internal and External Measures against syllabus standards</p> <p>Consolidating at Sustaining and Growing for Value-Added</p> <p>Achieve Sustaining and Growing for Student Growth</p>	<p>school currently performing at Delivering in all themes in Effective Classroom Practice, Sustaining and Growing in all themes in Curriculum and Sustaining and Growing in all themes in Student Performance Measures.</p>
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Strategic Direction 2: Wellbeing and Engagement

Purpose

When the whole school community supports the wellbeing of students through a strategically planned approach then students learning will improve.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Social and Emotional Learning
- Effective Partnerships for learning

Resources allocated to this strategic direction

Socio-economic background: \$487,672.00

Refugee Student Support: \$82,705.00

6100 Operational Funding: \$54,313.00

English language proficiency: \$11,500.00

6101 Operational Funding: \$11,679.00

Professional learning: \$5,000.00

Summary of progress

Initiative 1: Social and Emotional Learning

Students completed the Tell Them from Me (TTFM) survey in Semesters 1 and 2. The school also undertook a Safe School (SS) Survey as part of the Bounce Back program, which included students from Years 1 to 6. The TTFM data regarding a sense of belonging was below the state mean, however, this did not align with the SS data which indicated a greater sense of belonging. In the area of advocacy, again there was a discrepancy between the TTFM and SS data, with the school survey indicating stronger advocacy. The discrepancies between these two sets of data may be due to the delivery of the surveys. The TTFM was delivered by a variety of classroom teachers and relied on students' understanding of the questions. Whereas, the SS survey was delivered by two staff and students were able to clarify questions which led to greater consistency of delivery. The SS survey also provided a wider range of ages, to provide a whole school perspective. Re-evaluation of the delivery for TTFM will be addressed to overcome these inconsistencies.

The Positive Behaviour for Learning (PBL) working team strengthened their collective understanding of Wellbeing 4 Learning using a range of professional readings, as well as reviewing the data entry to analyse if incidents are student-to-student or teacher-to-student based. This has provided direction for the PBL team to review the PBL matrix, and what defines a minor, major or severe level. This will support the development and implementation of Tier 2 and Tier 3 interventions in 2022.

The employment of an additional Deputy Principal has provided more time to liaise with families to build stronger relationships and follow the students through their schooling at Fairfield Public School. Evaluative practices need to be identified to determine the effectiveness of this approach.

Initiative 2: Effective Partnerships for Learning.

This initiative was heavily impacted due to the COVID-19 pandemic. Many of the planned activities were postponed due to the community being unable to be onsite. This led to a different approach to this initiative. When students were learning from home, there was a very planned approach to supporting the wellbeing of students and their families. This involved all families being allocated to a staff member, with their language, to check in at least weekly via phone. This enabled the appropriate support at time of need being given, such as food hampers, access to the school counsellor, additional learning support and access to technology.

The initial activity involving the "Chill and Chat", was not well attended. This led to parents being surveyed during the Term 1 Three Way Goal Setting Meetings, to identify specific topics that could be a focus to strengthen links between home and school. These topics will be planned into the next stage of this initiative. This will be in conjunction with professional learning for staff around "Opening the School Gates".

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>ATTENDANCE:</p> <p>A minimum of 75.3% of students attending at 90% of the time.</p>	<p>At the end of 2021, 75.7% of students attended 90% of the time, demonstrating a slight increase in results.</p>
<p>WELLBEING:</p> <p>Reduction of 12.5% in negative incidences from baseline data</p>	<p>This progress measure was unable to be accurately measured due to missing data, as a result of students being off-site during the learning from home period of the COVID-19 Lockdown. A baseline needs to be set for 2022 as there has been an evaluation of PBL practices, which will impact the recording of negative incidents. This baseline will be used to determine future targets and annual progress measures.</p>
<p>School Excellence Framework</p> <p>Wellbeing</p> <p>Consolidating at Sustaining & Growing for Caring for Students, Individual Learning Needs & Behaviour.</p> <p>Achieve Excelling for Planned Approach to Wellbeing</p> <p>Effective Classroom Practice</p> <p>Consolidating at Sustaining & Growing in all themes.</p> <p>Learning Culture</p> <p>Consolidating at Sustaining & Growing for all themes</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the theme of A Planned Approach to Wellbeing, and in the themes of Caring for Students, Individual Learning Needs & Behaviour, our school is performing at Sustaining and Growing.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in all themes in Effective Classroom Practice and in all themes in Learning Culture.</p>

Strategic Direction 3: Data Drives Change

Purpose

When evidence based practice is a whole school focus using effective accurate data to drive change then student learning will improve.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skills and Use
- Reflective and Adaptive Practitioners

Resources allocated to this strategic direction

Professional learning: \$1,500.00

6100 Operational Funding: \$24,000.00

Summary of progress

Initiative 1: Data and Use

The Senior Executive continued their professional learning in the LEED project. There was also whole school professional learning which introduced data literacy and the QDAI process, using the CESE publication - What Works Best in Practice - Use of data to inform practice. The use of the QDAI process was utilised as an evaluative practice for data conversations and PBL and monitoring of the Strategic School Improvement Plan (SSIP). Through our Conversation, Observation and Product (COP) process the Assistant Principal Specialist and Instructional Leaders conducted data conversations with classroom teachers to assist them in using data to inform their teaching and learning cycle. In 2022 the Assistant Principals Curriculum and Instruction will provide individual coaching to the Team Leaders as part of building their capacity. School targets were set in numeracy and stage targets in literacy and numeracy with the executive collecting the data. The next step is for a deeper analysis of this data to refine targets that are stage appropriate with high expectations. A draft of the school data inventory was established. A working party now needs to evaluate and refine the practices on this inventory.

Initiative 2: Reflective and Adaptive Practitioners

The Fairfield Public School Professional Learning Policy was ratified by the staff. The staff undertook the ATSIL Self-Assessment Tool to measure themselves on the Classroom Practice Continuum to establish baseline data for 2022. There was a revisit of the protocols for conducting effective classroom observations. Unfortunately, the next step, which was a whole school approach to classroom observations through a range of models and a consistent feedback proforma, did not proceed due to staff working from home, and professional learning needing to be online. A continuation of this process will occur in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Data Skills and Use: 70% of staff consistently use data to inform practice, as measured by school based tracking data.	Through our Conversation, Observation and Product process (COP) and surveying executives, the following data was attained. 100% staff update data according to FPS Learning and Teaching Schedule which includes PLAN2, Reading benchmarking, Spelling and EAL/D progressions. 84% of staff use data to inform their programming, planning and classroom practice. 56% of staff have identified how whole school numeracy targets impact their programming, planning and classroom practice. 68% of staff could provide evidence of how they utilised numeracy data to develop and evaluate high-impact pedagogy in their practice. The COP has created a uniform approach to the use of data in teaching and planning.
Professional Standards:	All staff used the AITSL self-assessment tool to align their practice against

<p>80% of staff have achieved school target based on the Australian Professional Teaching Standards.</p>	<p>the standards. Initial analysis suggests that 80% of staff have achieved school targets based on the Australian Professional Teaching Standards.</p> <p>This percentage does not align with the evidence attained from the COP process which shows a discrepancy between staff self-assessment, a deep understanding of the standards and evidence of practice.</p> <p>The next steps would include staff having reflective discussions with their team leader to improve and set appropriate career-based goals based on the standards. This will be attained through a greater understanding of the standards and quality evidence required to accurately self-assess and collectively agree to the level of their competency.</p> <p>The Annual Reflection has identified the need to reevaluate and refine the progress measures related to Australian Professional Teaching Standards to better reflect their intent.</p>
<p>School Excellence Framework</p> <p><i>Data Skills and Use</i></p> <p>Consolidating at Delivering for Data Use in Teaching & Data Use in Planning.</p> <p>Achieve Sustaining and Growing for Data Literacy & Data Analysis.</p> <p><i>School Planning, Implementation & Reporting</i></p> <p>Consolidating at Delivering for School Planning & Annual Reporting.</p> <p>Achieve Sustaining and Growing for Continuous Improvement.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Data Skills and Use, and in the element of School Planning. Implementation and Reporting. However, in the theme of Continuous Improvement, the school is currently performing at Sustaining and Growing.</p>

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$16,853.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Fairfield Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscription of Bug Club to support literacy for all students K-6. • online program subscriptions of Rainbow Reading to support literacy for high support students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - all students K-6 being able to access quality online literature during Home Learning due to the subscription of Bug Club. - support programs being able to continue during Home Learning using the SEESAW digital platform and phone calls from teachers to support their learning during this time. - the support provided leading to the achievement of our expected growth targets in NAPLAN for Literacy and Numeracy. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to employ an additional teacher to support student learning in literacy and numeracy - continue with a yearly subscription to the online reading resource Bug Club for K-6, and investigate other quality literacy resources to support student learning.
<p>Professional learning</p> <p>\$26,500.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Fairfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Literacy and Numeracy • Initiative 2: Global Teaching Pedagogy • Effective Partnerships for learning • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teachers participated in targeted professional learning to support the specific learning needs of students with autism. • professional learning for teachers and SLSOs focussing on classroom and behaviour management. • employed an external specialist in literacy to deliver professional learning in literacy and the teaching learning cycle. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - delivery of effective teaching strategies for students with autism - a slight increase in the percentage of students in the Top 2 Bands in reading and numeracy - continued achievement of excelling across all measures in value added data - increased capacity of all teachers to embed effective practices in planning for quality literacy blocks. <p>After evaluation, the next steps to support our students with this</p>

Professional learning \$26,500.00	funding will be: <ul style="list-style-type: none"> - professional learning around the non-negotiable practices to ensure all teachers are effectively implementing and applying them into their teaching programs. - continuing to engage with an external specialist in literacy to strengthen the depth of knowledge in effective literacy instruction for executive staff.
Refugee Student Support \$82,705.00	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Social and Emotional Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of an additional EAL/ D teacher to support new arrival students within the classroom who no longer receive NAP funding <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - students accessing intensive EAL/D support based on their needs., which was able to continue during Home Learning, via wellbeing and learning support phone calls - improved learning growth for all Refugee students as evidenced by the EAL/D progressions <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - creation and employment of a Assistant Principal Wellbeing and Instruction to support refugee students with their wellbeing and provide shoulder to shoulder support for classroom teachers in managing the learning needs of refugee students - the continuation of yearly subscriptions of computer software which enables stronger communication between home and school, and evaluate its effectiveness.
Integration funding support \$94,417.00	<p>Integration funding support (IFS) allocations support eligible students at Fairfield Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - one to one support for high-risk students and individualised support focussing on teaching and learning - all Personalised Learning and Support Plans being reviewed regularly and adapted to meet the needs of students at that point in time - external agencies accessing students on site to provide the additional support in identified areas of need - professional learning to target specific learning needs for students accessing this funding. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continuing employment of SLSOs in supporting students receiving integration funding - the consolidation and support in implementing effective strategies for students receiving integration funding to access their learning.

<p>Socio-economic background</p> <p>\$1,271,706.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fairfield Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Social and Emotional Learning • Initiative 1: Literacy and Numeracy • Effective Partnerships for learning • Initiative 2: Global Teaching Pedagogy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engage with external providers to support student engagement and retention • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff to build their capacity to support student learning • staff release to increase community engagement • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - expected growth in reading exceeding the lower bound system negotiated target - expected growth in numeracy exceeding the upper bound system negotiated target - increase in the percentage of students achieving in the Top 2 Bands in Literacy and Numeracy - increased capacity of staff to support student learning needs in literacy and numeracy - increased capacity of teachers to implement the teaching and learning cycle through shoulder-to-shoulder support through an Instructional Leader model - all students having the necessary resources, equipment and support to participate in their learning - smaller classes K-6 through the employment of additional classroom teachers to support student wellbeing and management of students' social/emotional needs <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue the employment of additional teachers to support their wellbeing and aid student learning - continuation to build three-way partnerships between teachers, students and parents - to ensure all students have the necessary resources and support to participate in their learning - professional learning and teacher reflection to refine pedagogy and enhance teaching and learning practices
<p>Aboriginal background</p> <p>\$2,851.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fairfield Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 2: Global Teaching Pedagogy <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$2,851.00</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • involvement in Fairfield Network Aboriginal Education Collaboration Team <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - all Aboriginal students demonstrate progress in achievement of their goals within their Personalised Learning Pathways (PLPs) - increased school awareness of Aboriginal and Torres Strait Islander Culture through the drafting of a school Acknowledgment of Country for all meetings and gatherings, and the creation of a Yarning Circle - participation in the Fairfield Network Aboriginal Education Collaboration Team. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - utilised to ensure Personalised Learning Pathways are more culturally appropriate with a link to the 8 Ways of Learning - to ensure access to appropriate external support to improve the learning outcomes of students.
<p>English language proficiency</p> <p>\$488,604.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Fairfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Literacy and Numeracy • Effective Partnerships for learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • professional learning to deepen teacher strategies in EAL/D pedagogy • purchasing of culturally inclusive resources and material to ensure access for EAL/D students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - the employment of an additional EAL/D teacher to support the learning needs of students - allocation of time for teachers to strengthen their use of EAL/D pedagogy when planning, teaching and assessing. - a deeper knowledge and use of the EAL/D progressions in assessing EAL/D students - increased average NAPLAN scores in literacy and numeracy for both Year 3 and Year 5 EAL/D students <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - utilising the EAL/D Educational Leader to deepen teacher understanding of effective EAL/D pedagogy - personalised and targeted professional development for each teacher in the form of shoulder to shoulder support - coaching by EAL/D Education Leader to the executive team to build their capacity in developing teachers' skill sets in supporting EAL/D learners - sharing of effective classroom practice by teachers to support each other and build knowledge to support EAL/D students
<p>Low level adjustment for disability</p> <p>\$427,744.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Fairfield Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Low level adjustment for disability</p> <p>\$427,744.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> -PLPs designed with appropriate strategies for all students requiring low-level adjustments for disability - internal school reading data that shows growth in all students' reading levels - all teachers participating in professional learning targeted at supporting the language development of students <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - the continuing employment of SLSOs to support students who require low-level adjustments - consolidation and support in implementing effective strategies for students who require low-level adjustments.
<p>Early Action for Success (EAfS)</p> <p>\$308,723.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Fairfield Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - executive staff developing stronger skills in leading data driven conversations with teachers - increased capacity of teachers to assess and monitor student progress - expected growth in reading exceeding the lower bound system negotiated target - expected growth in numeracy exceeding the upper bound system negotiated target - value added results for 3-5 and 5-7 at the level of excelling. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Unavailable in 2022. However, the school has an allocation of 1.6 for Assistant Principal Curriculum and Instruction. These positions will continue to build on the work undertaken by the Instruction Leaders. Additional funding will be allocated to supplement the positions by 0.4.
<p>QTSS release</p> <p>\$107,296.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fairfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$107,296.00</p>	<ul style="list-style-type: none"> • employment of an Assistant Principal Specialist to enable full implementation of the Conversation, Observation and Product process to strengthen the delivery of reading and numeracy within classrooms. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - the commencement of the Conversation, Observation and Product Process (COP) with all teachers - evaluation of the executive team's skills in undertaking this process to strengthen the teaching and learning cycle of classroom teachers - Tell Them From Me data from teachers indicated 'Collaboration' was above the NSW government norm - Tell Them From Me data from teachers indicated 'Data informs practice' was above the NSW government norm <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - utilised in upskilling the Executive Team in holding data conversations, conducting a range of observations of classroom practice, monitoring learning and teaching programs, providing effective and timely feedback to build the capacity of teachers to deliver enhanced teaching and learning.
<p>Literacy and numeracy intervention</p> <p>\$91,883.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Fairfield Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - a positive uplift from the baseline towards the system negotiated target in both reading and numeracy - internal school reading data showing growth in all students' reading level - 45 students being supported with reading intervention throughout the home learning period <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - trialing of the Learning Pathways model of small group intensive instruction in literacy and numeracy - the continuing employment of a teacher to support the Learning Pathways trial
<p>COVID ILSP</p> <p>\$427,277.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - targeted, differentiated small group instruction at the point of student need - greater engagement of students when working in intensive small group tuition

<p>COVID ILSP</p> <p>\$427,277.00</p>	<ul style="list-style-type: none"> - increased staff expertise in delivering small group instruction - a shift in the implementation and teaching strategies for small group tuition in reading and numeracy - all students involved in the program improved at least one level on the literacy and numeracy progressions as indicated by PLAN2 data - evaluation of the school's model of support so more students receive intensive small group tuition in literacy and numeracy. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - a continuation of the model used in small group tuition for literacy and numeracy, ensuring data is used to identify specific student needs.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	280	302	310	259
Girls	306	279	259	233

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92	90.5	90.1	91.7
1	93.2	89.9	88.7	91
2	94.3	91.4	86.4	90.8
3	93.1	92.5	89.1	91.5
4	94.3	91.2	90.9	93.3
5	93.5	92.3	89.6	92.6
6	94.2	92	91.7	92
All Years	93.5	91.4	89.5	91.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.6
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	3.96
Other Positions	2

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,332,740
Revenue	8,040,560
Appropriation	7,990,084
Sale of Goods and Services	20,127
Grants and contributions	28,817
Investment income	532
Other revenue	1,000
Expenses	-7,990,908
Employee related	-7,206,676
Operating expenses	-784,232
Surplus / deficit for the year	49,653
Closing Balance	1,382,392

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.

	2021 SBAR Adjustments (\$)
Targeted Total	175,561
Equity Total	2,219,689
Equity - Aboriginal	2,851
Equity - Socio-economic	1,300,000
Equity - Language	489,094
Equity - Disability	427,744
Base Total	3,760,521
Base - Per Capita	140,268
Base - Location	0
Base - Other	3,620,253
Other Total	1,109,279
Grand Total	7,265,050

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The school regularly seeks for feedback from staff, students and parents in regards to their satisfaction of the school. In 2021, surveys were administered and indicated the following:

Parents/Carers:

The school commenced the year with a strong focus on ensuring effective channels of communication through the use of SEESAW and Skoolbag, due to the COVID- 19 restrictions and parents limited onsite access. Once Learning From Home commenced, the number of views of school announcements on SEESAW averaged 650 per post. This maintained after students returned to Face to Face teaching.

Throughout the Learning From Home period, wellbeing calls to every family were made on a weekly basis, and more frequently if required. During these calls, parents expressed their gratitude for the wellbeing and learning of their children. They felt comfortable to seek help and advice, either for their child or family.

156 parents responded to a parent activity questionnaire at the end of Term 1. Parents expressed a desire to know what their child is learning at school, how they learn and ways to best support their child's learning at home; how to access physical activities for their children and family; provision of English classes on site and the Department of Education policy on bullying and how our school manages bullying, including cyber-bullying and the use of social media. These activities will be a focus for parental engagement in 2022 as part of Strategic Direction 2 in our School Strategic Improvement Plan.

Staff:

Staff responded to the 'Tell Them from Me' (TTFM) survey which focused on Learning. Overall the staff's perception rated the school above the state mean in seven of the eight drivers of Student Learning. Parent Involvement scored below, which is understandable as this survey was undertaken just after students returned to face to face teaching, but parents were still restricted from the site.

There was a misalignment between teachers with less than 6 years experience, in comparison to more than 6 years. Our early career teachers overall scores were just below or at state mean.

The People Matters Survey which was conducted during the extended period of home learning, showed that a significant number of staff are concerned about their general sense of wellbeing and their fulfilment at work.

Next steps would ensure more targeted professional learning for staff to be given opportunities to learn and embed this into practice. As well as providing them with a greater understanding of whole school practices and procedures. There is also a need for a more whole school strategic approach to supporting staff wellbeing.

Students:

Students in Years 4 to 6 completed the Tell Them from Me (TTFM) survey in Semester 1 and 2. The school had also undertaken a Safe School (SS) Survey as part of the Bounce Back program, which included students from Years 1 to 6. The TTFM data regarding a sense of belonging was below the state mean. However, this did not align with the SS data which indicated a greater sense of belonging. In the area of advocacy, again there was a discrepancy between the TTFM and SS data, with the school survey indicating stronger advocacy. The discrepancies with these two sets of data may be contributed to the delivery of the surveys. The TTFM was delivered by a variety of classroom teachers and relied on students' understanding of the questions. Whereas, the SS survey was delivered by two staff and students were able to clarify questions which led to greater consistency of delivery. The SS survey also provided a wider range of ages, to provide a whole school perspective. Re-evaluation of the delivery for TTFM will be addressed to overcome these inconsistencies.

The areas of focus for 2022 include:

- Parent Involvement with review of processes around communication between school and home
- Development of parent's knowledge in supporting their child's learning and wellbeing at home
- Clarifying students' understanding of who can best support their wellbeing at school
- Understanding and supporting staff wellbeing.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.