

2021 Annual Report

Fairfield Heights Public School



3632

Introduction

The Annual Report for 2021 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 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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School vision

Our school is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every student. We strive to cater for the social, physical, emotional and academic needs of our students. Specific emphasis is directed to improving student learning outcomes in literacy, numeracy and information technology. Every student has the opportunity to achieve their personal best through engaged and active learning in a safe, supportive and respectful school. We strive to prepare our students to be resilient, engaged, caring and confident citizens and lifelong learners who can successfully contribute to an increasingly challenging and complex world.

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 2021 is 840. 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 challenge.

We have a combination of early career and experienced staff who are committed to an ethos of collaboration, professional learning and continuous school improvement in literacy and numeracy. Fairfield Heights Public School has completed a comprehensive situational analysis in collaboration with the whole school community and has identified three areas of focus for its strategic improvement plan. These focus areas build upon the work undertaken in the previous school planning cycle and include evidence-based teaching strategies, differentiation to support the achievement of student learning outcomes and professional development to build teacher and leadership capacity.

Fairfield Heights Public School is positively supported by a dedicated P&C Association providing a positive forum where parents and community members are able to actively participate in and contribute to the education and wellbeing of our students.

Our learning community is focused on improving student learning outcomes with teachers drawing on and implementing evidence-based research to improve student outcomes across all KLAs although particularly in literacy and numeracy.

Our core programs ensure a common set of programming guidelines across the school, incorporating the literacy and numeracy progressions, informing teachers and students of performance benchmarks and encouraging higher levels of achievement.

There is an ongoing focus on tracking and monitoring the achievement of student outcomes across all Key Learning Areas to inform teaching programs and to underpin differentiated interventions in literacy and numeracy.

Quality teaching and instructional time is closely aligned to the class program in literacy and numeracy and underpins the organisational structures of the school ensuring effective and targeted intervention programs and the provision of extra instructional time to support the achievement of student learning outcomes.

The strategic improvement plan is at the core of continuous improvement efforts at Fairfield Heights Public School with the school's vision and strategic direction evident as its main activity.

Leadership initiatives are designed to build a culture of evidence-based inquiry using data effectively to increase the impact of teaching on the engagement and success of students and to build a sense of collective responsibility for student outcomes.

Explicit links are made between professional learning, curriculum innovation, quality teaching and leadership capabilities that improve student learning outcomes and build staff capacity to use evidence-based strategies that improve student performance in literacy and numeracy.

The school leadership team works to improve the learning outcomes of our students by promoting and participating in both formal and informal professional learning opportunities with teachers.

Instructional leaders, as a component of the EAfS initiative, provide tailored, differentiated professional learning and

direct numeracy and literacy support encouraging teachers to take collective responsibility in working towards the school's improvement targets in literacy and numeracy with high levels of student and teacher engagement.

Fairfield Heights Public School aims to ensure that students are actively connected to their learning and have a positive and respectful relationship with each other, their teachers and the community.

We seek to build and sustain purposeful relationships with parents and the wider community. We recognise the importance of respectful and immediate communication between home and school and parent and community feedback is actively sought and valued as part of the school's planning and reporting process.

Opportunities for student leadership and student voice are integrated into all school activities fostering high levels of student engagement and achievement.

Technology initiatives equip students with the skills and capabilities required to prepare them for a rapidly changing and interconnected world.

Participation in community initiatives such as Life Education and the implementation of quality teaching programs that explicitly teach students the skills they need to take positive action to protect their own and others' safety and wellbeing means they can connect, succeed and thrive while making good life style choices.

Strategies are developed and implemented to assist families in supporting their child's social, emotional and educational wellbeing at crucial transition points e.g. starting school and moving to high school.

Our goal is to maintain a comprehensive and integrated wellbeing framework in the context of quality teaching and learning.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student outcomes in literacy and numeracy through effective curriculum planning and delivery using data driven teaching practices that are responsive to the learning needs of our students.

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.

- Building a Coherent Instructional program
- Differentiated teaching in Literacy and Numeracy that maximises student achievement

Resources allocated to this strategic direction

Professional learning: \$25,600.00

Socio-economic background: \$496,715.54

Literacy and numeracy intervention: \$89,694.00

Low level adjustment for disability: \$114,679.41

English language proficiency: \$62,015.97

Integration funding support: \$70,002.00

Refugee Student Support: \$38,417.90

Early Action for Success (EaFS): \$343,025.94

Summary of progress

During 2021, the school has maximised student outcomes in literacy and numeracy through effective curriculum planning and delivery. A strong instructional framework was established under the direct oversight of the school leadership team through the development of K-6 scope and sequences that subsequently informed core programs. These core programs were then differentiated by classroom teachers, showing evidence of reflection and evaluation. A supervision timeline supported the collection, collation and analysis of student assessment data that informed any necessary adjustments. This instructional framework enabled the school to deliver quality programs across a range of contexts, including the move to remote learning in Term 3. Digital platforms such as Google classroom and Zoom enabled teachers to maintain curriculum delivery and learning continuity for students. The core programs were also used to develop differentiated home learning packages for those students who did not have easy access to technology. The impact of this activity is evident in the increase in the number of students achieving in the top two bands in NAPLAN for both literacy and numeracy.

Professional Learning, including Instructional Rounds, in effective evidence based numeracy instruction supported ongoing student improvement. Teachers of grades 2,3,4 and 5 received instructional mentorship from the mathematics consultant, receiving regular feedback to build their teaching expertise. Teachers worked in collaboration with the consultant to analyse student work samples in order to provide targeted, differentiated instruction. The move to remote learning proved to be a barrier to the maintenance of this instructional model but access to digital concept scope and sequences and associated teaching resources supported teachers to provide differentiated instruction.

Instructional leaders led the development and implementation of interventions and differentiated programs that support improved student outcomes in literacy and numeracy. Collaborative analysis of data identified students requiring additional support and informed intervention programs that were explicitly linked to classroom programs and designed to bridge any learning gaps in literacy and numeracy. Five weekly Data Talks mentored teachers in the effective use of data to inform teaching programs and practice. During Terms 1 and 2, Instructional leaders upskilled SLSOs to deliver intervention programs. Grade support timetables were reviewed regularly and supported the strategic resourcing of staff. The remote learning context in Term 3 proved to be challenging in sustaining planned interventions. The school utilised literacy and numeracy apps to support differentiation. The progress of all students K-2 were tracked and monitored using PLAN 2 data during 2021.

In 2022, the school will continue to employ data driven teaching practices that are responsive to student need and maximise student outcomes in literacy and numeracy. Implications for 2022, including areas of focus are as follows:

- Build upon the 2021 instructional framework to include a refreshed digital curriculum delivery platform.
- Develop updated scope and sequences for literacy and numeracy that support the delivery of the new K-2 English and Mathematics syllabus.
- Implement a new instructional mentorship model in numeracy instruction that builds leadership capacity of aspiring leaders and distributes instructional mentoring across the school.

- Expand upon the Instructional Leadership model utilising the expertise of the newly appointed APC&Is.

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
A minimum of 24.7% of students achieve in the top two bands in NAPLAN numeracy.	NAPLAN scores indicate 27.78% of students achieved in the top two skill bands for numeracy, showing an increase in achievement from baseline data.
A minimum of 27.4% of students achieve in the top two bands in NAPLAN reading.	NAPLAN scores indicate 36.21% of students achieved in the top two skill bands for reading, showing an increase in achievement from baseline data.
Minimum of 78% of students achieve expected growth in NAPLAN numeracy.	The proportion of Year 5 students achieved expected growth in NAPLAN numeracy is 65.93%, showing a decline in achievement from baseline data.
Minimum of 64.4% of students achieve expected growth in NAPLAN reading.	The proportion of Year 5 students achieved expected growth in NAPLAN reading is 70.45%, showing an increase in achievement from baseline data.
All students in Kindergarten, Year 1 and Year 2 are tracked against literacy and numeracy PLAN2 data for Understanding Texts-Comprehension and Quantifying Numbers for baseline data.	All students K-2 have been tracked against literacy and numeracy PLAN2 data for Understanding Texts-Comprehension and Quantifying Numbers. There is a five weekly assessment cycle that supports the tracking of students K-2 for these aspects of literacy and numeracy. Five weekly Data Talks support teachers to provide differentiated instruction in literacy and numeracy in order to target student need and analysis of PLAN2 data is used to identify students requiring additional intervention in both literacy and numeracy.
Value added data from Scout for K-3 and Y3-5 and Y5-7 continues to show Excelling.	Value added data from Scout indicates that Y3-5 continues to show excelling, while Y5-7 is sustaining and growing. Value added data from Scout for K-3 is not available for 2021 due to changes in Best Start Kindergarten assessment.
A baseline of the percentage of students achieving at or above stage outcomes in working mathematically skills is established. (Communicating, Problem Solving and Reasoning).	Results from the 2021 Check In Assessment Data have been used to establish a baseline in working mathematically. The averages across Years 3-6 are as follows: 31.9% of students achieving in the upper group. 51.7% of students achieving in the mid group. 16.5% of students achieving in the lower group.
A baseline of the percentage of students achieving at or above stage outcomes in comprehension skills is established.	School based benchmarking results have been collated to ascertain the baseline for this progress measure. As at the conclusion of 2021, an average of 52.2% of students achieved at or above expected exit outcomes. A baseline for those students achieving at or above grade exit outcomes in comprehension is as follows: Kindergarten-28%; Year 1 -41%; Year 2- 66%; Year 3 - 61%; Year 4 - 63%; Year 5 -48%.

Strategic Direction 2: Quality Teaching and Effective Leadership

Purpose

To build staff capacity to use evidence-based strategies for improving student performance in literacy and numeracy. We will make explicit links between professional learning, curriculum innovation, quality teaching and leadership capabilities.

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.

- Student Centred Leadership
- Professional Growth and Attainment

Resources allocated to this strategic direction

Professional learning: \$32,596.00

Socio-economic background: \$94,145.00

Beginning teacher support: \$4,485.00

Summary of progress

Throughout 2021, staff continued to build their capacity to use evidence-based strategies that drive student improvement in literacy and numeracy. Administration processes underpinned effective practices that support the achievement of student learning outcomes and wellbeing initiatives. A whole school Professional Learning Plan ensured explicit links to the School Improvement Plan and the PDP process were established.

There has been a growth in leadership capacity, ensuring a culture of continuous improvement. Mentoring partnerships for beginning teachers throughout 2021 resulted in improved classroom teaching practice. Classroom observations and accreditation annotations indicated a growing understanding of professional accountabilities and improved understanding of syllabus requirements and effective teaching strategies in literacy and numeracy, culminating in three teachers completing their accreditation at proficiency.

Distributed leadership was evident across the school through the development of collaborative practice and mentoring partnerships such as those established for beginning teachers. While some planned aspiring leadership initiatives were postponed due to the impact of COVID, instructional leadership capacity supported quality teaching and achievement of student outcomes. As part of our aspiring leadership initiative, teachers participated in professional learning focusing on using Scout, SPaRO, Aboriginal Education, HPGE and credentials from the Leadership Institute. Teacher leaders, middle leaders and senior leaders engaged in professional learning across a range of contexts, forging strong collegial networks.

The structure of grade teams promoted a culture of evaluative thinking with the leadership team maintaining strong collaborative practice throughout lockdown, both with each other and their teams. Instructional innovation and change was evident as teachers built their own capacity to use technology to deliver engaging lessons.

There has been a cultural shift among the staff as many more teachers have identified themselves as aspiring leaders and will be looking to seek accreditation at higher levels.

In 2022, the school will continue to build staff capacity and professional growth and attainment. Implications for 2022, including areas of focus are as follows:

- Expand aspiring leadership opportunities to foster strong relational trust, enabling professional growth and wellbeing.
- Expand professional mentoring programs to support accreditation at higher levels.

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
Staff will evaluate the school to be at	The school has been measured using the High Impact Professional

<p>Sustaining and Growing in one or more themes within the element of 'School leadership teams enable professional learning' as measured against the High Impact Professional Learning School Self-Assessment Tool.</p>	<p>Learning School Self Assessment Tool as Sustaining and Growing in two of the three themes within the element of 'School leadership teams enable professional learning', and as excelling in the theme of 'Establish systems to support continuous and coherent professional learning'.</p>
<p>Staff will evaluate the school to be at Sustaining and Growing in one or more themes within the element of 'Professional learning is continuous and coherent' as measured against the High Impact Professional Learning School Self-Assessment Tool.</p>	<p>The school has been measured using the High Impact Professional Learning School Self Assessment Tool as Excelling in two of the three themes within the element of 'Professional Learning is continuous and coherent'.</p>

Purpose

To promote a school culture where students are actively engaged in their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. We will continue to build effective partnerships with our families and wider community.

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.

- All Students Matter
- Highly Engaged, Future Focused Learning

Resources allocated to this strategic direction

Socio-economic background: \$330,385.93

Aboriginal background: \$10,384.00

Low level adjustment for disability: \$190,601.00

Refugee Student Support: \$79,627.00

English language proficiency: \$583,014.00

Carry Forward 2021: \$150,000.00

Literacy and numeracy: \$26,024.28

Summary of progress

Throughout 2021, the school maintained its focus on building community partnerships. Parents were welcomed to grade Gold Banner Assemblies to celebrate their child's achievements and many were part of the development of Personalised Learning Plans and Pathways. The school continued to build on these educational partnerships with the Year 6 Parent Information afternoon. This was an opportunity for parents to be informed about the procedures for high school applications, ensuring that the students and their families were supported at this key transition point. The planned expansion of the P & C was delayed due to lockdown restrictions. As these restrictions continued into the latter part of the year, we decided to adjust our plans to invite members of the wider community to join the P & C by issuing a formal invitation to the Kindergarten parents of 2022 instead. Our plans to review and expand our means of communication with the community were maintained. Regular communication with the school community was maintained through the use of electronic means such as emails and text messages. Regular updates via the school website and newsletter supported students and families during remote learning. The school community was very positive and supportive of all school initiatives and practices that supported learning from home. Newsletters highlighted children's work in Google classroom and there was an increase in the number of parents accessing digital platforms such as the school website and emails to communicate. Communication with the community has been improved with the use of texts and emails. Responses to TTFM Parent survey indicated that parents feel informed and there has been increased parent participation in all school initiatives. This will continue to be an area of focus in 2022.

In partnership with our parents and carers, the school continued to monitor student attendance on a daily basis and to build community understanding of the impact of absences and partial absences on student learning. There was a collective focus on attendance and the school engaged with the HSLO to analyse data and identify trends or areas of concern. During Term 3, teachers made regular contact with families to support student wellbeing and engagement. There was a coordinated approach to wellbeing and regular Zoom sessions supported students and families to maintain a sense of belonging.

The school implemented quality Aboriginal education practices and policies to build connections to support our school in implementing best practices for Aboriginal students and their families. Personalised Learning Pathways were developed and student assessment data analysed to identify 'at risk' students for inclusion in intervention programs. Those requiring additional assistance were supported during learning from home with devices, access to online learning platforms and wellbeing calls. Two members of staff participated in the Aboriginal Collaboration Network Meeting. Our plan to build a Yarning Circle was postponed but remains a priority for 2022.

The implementation of our STEAMd program early in 2021 had a positive impact on student engagement and built teacher capacity in the use of ICT in the classroom. Student exit surveys highlighted an improved level of confidence in the use of ICT and high levels of student engagement. There were necessary changes to the proposed timelines with planned Term 3 programs postponed until the return to face to face learning. An attempt was made to deliver the program in a modified version during remote learning but this proved problematic due to accessibility to reliable

technology The improved skill level in both staff and students is evident in the ongoing use of Google classroom and the Google suite to develop and deliver teaching and learning activities.

In 2022, the school will continue to prioritise student wellbeing and build positive and respectful relationships across the school community. Implications for 2022, including areas of focus are as follows:

- Expansion of the STEAMd initiative across the school.
- Build cultural awareness through expansion of programs and initiatives that build an understanding of and appreciation for Aboriginal histories and cultures e.g. Acknowledgement of Country initiative, Building of Yarning Circle
- Revision and refinement of attendance monitoring procedures and protocols

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
The number of students attending 90% of the time to equal or exceed 79.9%	As at December 2021, 73.66% of students attended 90% of the time or more, and the school is working towards achievement of this target.
School is at Sustaining and Growing in one or more themes in the elements of Wellbeing and Learning Culture as measured by the school excellence framework.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in six elements of Wellbeing and Learning Culture, with the theme of Behaviour measured as excelling.
Establish a baseline measure in the key dimension of Connecting Learning at Home and at School as measured by the School-Assessment Tool.	The school has been measured as 'building' in the three elements of effective practice and one element measured as 'developing' in the key dimension of Connecting Learning at Home and at School as measured against the School-Assessment Tool.
Establish a baseline measure for student engagement and challenge in their learning as measured in The Tell Them From Me survey.	Baseline measures for student engagement and challenge in their learning were established following student completion of the 2021 Tell Them From Me student survey. The results indicated that 46% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge, 31% of students were confident of their skills but did not find classes challenging, 13% of students were not confident of their skills and found English or Maths challenging and 10% of students lacked confidence in their skills and did not feel they were challenged.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$118,044.90</p>	<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"> • Differentiated teaching in Literacy and Numeracy that maximises student achievement • All Students Matter <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • differentiation is evident in class programs and EAL/D specialist programs. • ongoing support for refugee students in literacy and numeracy • ongoing support for families of refugee students <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Employment of a bilingual school learning support officer (SLSO) to support students to clarify learning in their home language. • To sustain relationships with culturally and linguistically diverse parents. The need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.
<p>Integration funding support</p> <p>\$70,002.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Fairfield Heights 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"> • Differentiated teaching in Literacy and Numeracy that maximises student achievement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • The implementation of four phases of intervention programs. • The provision of targeted interventions for approximately 200 students for each of the four phases. • Improved outcomes in literacy and numeracy evident in Intervention, internal and external data . <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • K-2 intervention programs will continue in 2022 to meet the needs of students who require additional support in literacy and numeracy. • Alignment of Intervention timetables with grade timetables. • Ongoing high impact professional learning provided. School leadership team will continue to work collaboratively with all K-2 staff to analyse student assessment data and to provide evidence based programs

<p>Integration funding support</p> <p>\$70,002.00</p>	<p>which lead to student improvement.</p> <ul style="list-style-type: none"> Continue the initiatives to target and provide intervention for those students yet to achieve indicators of the sub-element levels QuN1,2 & 3 firstly and for those students identified by classroom teachers of concern.
<p>Socio-economic background</p> <p>\$1,299,999.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fairfield Heights 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"> Differentiated teaching in Literacy and Numeracy that maximises student achievement Building a Coherent Instructional program Highly Engaged, Future Focused Learning All Students Matter Student Centred Leadership 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 literacy and numeracy programs to support identified students with additional needs supplementation of extra-curricular activities equitable access to specialist resources professional development of staff through instructional mentoring programs to support student learning employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> 31.97% of students achieving in the top two bands in NAPLAN. 8% increase in the number of students achieving a Band 8 in NAPLAN. Value Added Years 3-5 continues to be maintained at Excelling. percentage of students achieving at or above expected growth exceeding both state and SSSG in NAPLAN Reading, Writing, Grammar and Numeracy and exceeding SSSG in Spelling. percentage of students exceeding expected growth in NAPLAN Numeracy exceeding state by 9.9%. school means exceeding state norms in each of the Eight Drivers of Student Learning and the Four Dimensions of Classroom and School practices in the TTFM 'Focus on Learning' Teacher Survey. authentic integration of ICT through the implementation of quality STEAM programs. distributed leadership across the school through the development of collaborative practice that supports professional growth and drives improved student outcomes. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> to continue high impact professional learning to improve literacy and numeracy outcomes for students. to continue to build distributed leadership across the school through the development of collaborative practice and mentoring partnerships. to expand aspiring leadership opportunities to foster strong relational trust enabling professional growth and wellbeing. to increase student wellbeing and community engagement through equitable access to extracurricular activities including sport, excursions and incursions.
<p>Aboriginal background</p> <p>\$10,384.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fairfield Heights 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</p>

<p>Aboriginal background</p> <p>\$10,384.00</p>	<p>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"> • All Students Matter <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • 100% of Aboriginal students demonstrate achievement in their goals within their Personalised Learning Pathways. • TTFM Primary 2021 Survey indicating that 61 % of Aboriginal students feel good about their culture when they are at school. • TTFM Primary 2021 Survey indicating that 50% of Aboriginal students feel that their teachers have a good understanding of their culture. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to build teacher capacity to effectively embed Aboriginal education in all classrooms. • to continue involvement in the Aboriginal Education Collaboration Network. • to continue to strengthen practices for the development and implementation of Personalised Learning Pathways for Aboriginal students. • whole school authentic implementation of Acknowledgement of Country at all assemblies and gatherings. • installation of Yarning circles in 2022 to help promote Aboriginal culture among all students and create a safe place for Aboriginal families to meet to increase family involvement in school activities.
<p>English language proficiency</p> <p>\$645,029.97</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Fairfield Heights 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"> • All Students Matter • Differentiated teaching in Literacy and Numeracy that maximises student achievement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Intensive English Language and learning support to increase educational outcomes for students • Employment of additional staff for targeted student support • The development and implementation of differentiated class programs and EAL/D specialist programs. • Ongoing monitoring of assessment results of EAL/D students in literacy and numeracy across assessment cycles every five weeks to ensure continued improvement in student learning outcomes.

<p>English language proficiency</p> <p>\$645,029.97</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> to continue to build teacher capacity to cater for the learning needs of students from EAL/D backgrounds to continue to monitor the progress of EAL/D students to build community partnerships to support EAL/D students. through parent workshops and targeted support for refugee families.
<p>Low level adjustment for disability</p> <p>\$305,280.41</p>	<p>Low level adjustment for disability equity loading provides support for students at Fairfield Heights 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"> All Students Matter Differentiated teaching in Literacy and Numeracy that maximises student achievement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students providing support for targeted students within the classroom through the employment of School Learning and Support Officers targeted students are provided with an evidence-based intervention (literacy) to increase learning outcomes employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> A more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Expansion of learning support programs through the employment of learning support staff for each grade 11.2% less Year 3 students in the bottom two bands in NAPLAN Numeracy 3.2% less Year 3 students in the bottom two bands in NAPLAN Reading 0% Year 5 students in the bottom two bands in NAPLAN Numeracy 0% Year 5 students in the bottom two bands in NAPLAN Reading <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> to provide additional support for identified students through the employment of trained SLSOs. to employ a Community Liaison Officer to support students and their families to expand the impact of the Learning Support Team initiatives.
<p>Literacy and numeracy</p> <p>\$26,024.28</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Fairfield Heights 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"> Highly Engaged, Future Focused Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> online program subscriptions to support literacy and numeracy. employment of technology specialist to support the development of teacher expertise in implementing STEAMD programs. resource acquisition to support the implementation of the STEAMD initiative and the integrated use of technology across the curriculum.

<p>Literacy and numeracy</p> <p>\$26,024.28</p>	<p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> improved critical thinking and problem solving skills and authentic application of literacy and numeracy skills. increased student engagement resulting in improved confidence and skill level in the use of ICT. increased professional learning opportunities for all classroom teachers in the use of ICT and authentic problem solving. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> to expand the STEAMD initiatives across K-2 and to collaboratively develop and implement teaching and learning programs to integrate digital technologies across the curriculum. to continue to provide opportunities to apply literacy and numeracy skills in authentic problem solving activities. to continue to build professional learning opportunities for all classroom teachers in the use of ICT and authentic problem solving.
<p>Early Action for Success (EAfS)</p> <p>\$343,025.94</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Fairfield Heights 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"> Differentiated teaching in Literacy and Numeracy that maximises student achievement <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 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 employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints employment of DP 3-6 higher duties for support interventions to facilitate and support 3-6 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy programs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> 28% of students are exiting Kindergarten already working at an early Year One level as reading evident in school-based intervention data. 50% of Year 1 students reading at or above Year One exit level as evident in school based assessment data. 71% of Year 2 students attaining at or above Year 2 exit reading levels as evident in school based assessment data. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> to continue to utilise all external and internal data to make appropriate adjustments to K-2 Core Programs for 2022. to continue to provide high impact professional learning in literacy and numeracy instruction that improves student outcomes. to continue to build teacher capacity to use data to inform teaching and learning. for instructional leaders to continue to provide targeted support to teachers in evidenced based practices
<p>QTSS release</p> <p>\$168,401.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fairfield Heights 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>

<p>QTSS release</p> <p>\$168,401.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • 100% of teachers participating in school based professional learning to build teacher capacity in the implementation of literacy and numeracy programs using evidence based teaching strategies to improve student learning outcomes. <p>Significant NAPLAN growth for students with average scaled growth scores for Year 5 students:</p> <ul style="list-style-type: none"> • 23.6 above the State and 23.1 above SSSG in Numeracy • 31.6 above the State and 23.9 above SSSG in Grammar and Punctuation • 18.2 above the State and 9.8 above SSSG in Reading • 4.1 above the State and 9.3 in Writing <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to build teacher capacity using instructional rounds, collaborative programming, lesson observations and quality teacher feedback.
<p>Literacy and numeracy intervention</p> <p>\$89,694.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Fairfield Heights 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"> • Building a Coherent Instructional program <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based numeracy programs and data driven practices • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • 6% increase in the number of Year 5 students achieving in the top three bands in NAPLAN numeracy. • 72.5% of Year 5 students achieving at or above expected growth in NAPLAN, exceeding both State and SSSG. • Improved teacher capacity to provide differentiated classroom instruction in Numeracy evident in Instructional Round feedback. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to review and update K-6 core programs in Mathematics to meet the identified student learning needs. • to continue to access the expertise of the Mathematics consultant and resources of Relational Mathematics to support differentiation • to continue to provide high impact professional learning for staff that improves student outcomes.
<p>COVID ILSP</p> <p>\$437,222.08</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</p>

COVID ILSP

\$437,222.08

school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy eg in reading comprehension, reading fluency, whole number, multiplication and division
- releasing staff to analyse school and student data to (identify students for small group tuition groups/monitor progress of student groups)

The allocation of this funding has resulted in:

- 263 students receiving small group instruction in literacy/numeracy in Tuition Cycle 1
- 198 students received small group instruction in literacy/numeracy in Tuition Cycle 2
- 173 students receiving small group instruction in literacy/numeracy in Tuition Cycle 3

After evaluation, the next steps to support our students with this funding will be:

- to continue the implementation of literacy and numeracy small group tuition using data sources and teacher judgement to identify student need.
- to continue to monitor student progress as students transition to class programs by extending the use of PLAN2 data across K-6.
- to continue to build teacher capacity to use a variety of data sources to identify student need and monitor student progress.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	498	497	474	430
Girls	491	485	433	382

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.1	93	90.8	90.4
1	93	92.1	92.7	92
2	93.9	93.4	89.1	93.1
3	94.3	93.1	90.2	91.4
4	93	93.8	90.1	92.9
5	93.1	91.7	90.5	91.6
6	93.5	91.7	89.7	92.1
All Years	93.4	92.7	90.4	92
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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.21
Literacy and Numeracy Intervention	0.8
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.4
Teacher ESL	5.2
School Counsellor	1
School Administration and Support Staff	4.87

*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, 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	2,597,254
Revenue	9,964,623
Appropriation	9,892,019
Sale of Goods and Services	49,090
Grants and contributions	21,049
Investment income	2,465
Expenses	-9,792,458
Employee related	-9,070,676
Operating expenses	-721,783
Surplus / deficit for the year	172,165
Closing Balance	2,769,419

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	178,541
Equity Total	2,260,693
Equity - Aboriginal	10,384
Equity - Socio-economic	1,300,000
Equity - Language	645,030
Equity - Disability	305,280
Base Total	5,721,837
Base - Per Capita	223,591
Base - Location	0
Base - Other	5,498,246
Other Total	932,057
Grand Total	9,093,128

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

- Each year schools are required to seek the opinions of parents/caregivers, students and teachers about the school.
During 2021, our school participated in the various **Tell Them From Me** (TTFM) surveys for students, teachers and parents and caregivers.

· TTFM Student Survey

· TTFM 'Focus on Learning' Teacher Survey

· TTFM 'Parent Participation' Survey

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

Aspects of each survey are listed below.

Tell Them From Me Student Survey

School Outcomes and School Climate- Drivers of Student Outcomes

· Effective Learning Time School Mean 8.1; NSW Govt Norm 8.2

· Explicit Teaching Practices and Feedback- School Mean 7.9; NSW Govt Norm 7.5

· Advocacy at School - School Mean 7.9; NSW Govt Mean 7.5

· Positive Learning Climate- School Mean 7.3; NSW Govt Norm 7.2

· Expectations for success- School Mean 8.5; NSW Govt Norm 8.7

Tell Them From Me 'Focus on Learning' Teacher Survey - Drivers of Student Learning

· Leadership School Mean 8.2; NSW Govt Norm 7.1

· Collaboration - School Mean 8.2; NSW Govt Norm 7.8

· Learning Culture 8.2; NSW Govt Mean 8.0

· Data Informs Practice - School Mean 8.1; NSW Govt Norm 7.8

· Teaching Strategies- School Mean 8.3; NSW Govt Norm 7.8

· Technology- School Mean 7.7; NSW Govt Norm 6.7

· inclusive - School Mean 8.2; NSW Govt Norm 8.2

· Parent Involvement- School Mean 6.9; NSW Govt Norm 6.8

Tell Them From Me 'Partners in Learning' Parent Survey

· Parents Feel Welcome - School Mean 7.7; NSW Govt Norm 7.4

· Parents are Informed - School Mean 7.6; NSW Govt Norms 6.6

· Parents Support learning at home- School Mean 7.4; NSW Govt Norm 6.3

· School Supports Learning - School Mean 7.9; NSW Govt Norm 7.3

· School Supports Positive Behaviour- School Mean 8.0; NSW Govt Norm 7.7

· Safety at School - School Mean 7.9; NSW Gov Norm 7.4

&middledot; Inclusive School- School Mean 7.7; NSW Govt Norm 6.7

- **People Matter** Employee Survey indicates that 90.48% of staff indicate they are proud to work at our school.
- **People Matter** Employee Survey indicates that 93.75% of staff feel they are informed.
- **People Matter** Employee Survey indicates that 95.31% of staff fee that management has a clear direction for the future

Some areas for focus in 2022 include:

- Building student access to extra curricular activities
- Continue to build educational partnerships between the school and parents
- expanding opportunities for parent involvement in school activities

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.