

2022 Annual Report

Fairfield Public School



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Introduction

The Annual Report for 2022 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

Dear Parents and Carers,

2022 was a remarkable year in many ways. For the first time since the start of the pandemic and the associated lockdowns, the school remained open for the whole school year, leading to many successes and a few challenges.

While the school remained open throughout the year, the public health orders led to significant absenteeism for our staff and students. With difficulties in accessing casual relief teachers, this became a real challenge. Despite this, our dedicated teaching and support staff worked tirelessly to ensure that our students received the best possible education. I would like to take this opportunity to thank them for their efforts and resilience during the year.

While there were challenges, we still achieved some great things this year. Our Harmony Day breakfast was our first opportunity to come together and was a wonderful celebration of our diverse school community. The Year 6 camp to Lake Keepit was a huge success, and our students also had the opportunity to participate in Ranger Jamie Science incursions, Surf Ed, and swim school, which were all fantastic learning experiences. The end-of-year Family Fun Night was amazing, with a tremendous buzz of excitement around the school, not only during the evening but also when the children came to school the following day. The gratitude expressed by many parents and students was most rewarding and a highlight for the staff. I must thank Core Community Services who provided significant funding to support this activity.

I would like to thank all parents for their patience and support during the year. Your support has been invaluable in helping us navigate the challenges we faced. I would also like to thank our students for their hard work and dedication to their learning.

I am proud of what we have achieved as a school community this year, and I am grateful to all members of the school community for welcoming me so warmly in my first year as principal at Fairfield Public School. Special thanks must go to the school executive for sharing their considerable knowledge of the school with me and pointing me in the right direction as I got to know the staff, students, and families. While we have faced the challenges of the first uninterrupted school year for a while, we have been able to identify areas of growth that we can work on to make Fairfield an even better school than it already is. I look forward to continuing to work together to provide the best possible education for our students in the years to come.

Ken Smith

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 with a focus on developing a safe, stimulating environment focused 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 441 students at the beginning of 2022 and growing to 463 by the end of the year, which was down from 505 students at the end of 2021. 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 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 and initiatives to develop the 'whole child' including 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 2021-2025 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

Socio-economic background: \$177,671.00

Professional learning: \$3,000.00

QTSS release: \$96,419.00

AP Curriculum & Instruction: \$240,914.00

English language proficiency: \$5,500.00

Summary of progress

Initiative 1: Literacy and Numeracy

This initiative focussed on whole-school professional learning in Phonological Awareness, Phonics, Comprehension and Additive strategies across the year to ensure that all staff, irrespective of their role in the school, have the same pedagogical content knowledge in these areas. The professional learning was delivered via Department of Education (DoE) online modules and face-to-face sessions during staff meetings and stage 'Learning and Teaching' sessions. The professional learning was timetabled throughout the year to allow teachers to embed the new learning into their classroom practice. This structure was well received by the staff. The professional learning was then supported by shoulder-to-shoulder support in the classrooms by the Assistant Principals Curriculum and Instruction (AP C&I) and Stage Leaders to improve teacher competence in the planning, delivery of lessons and assessment practices. The school's APC&I allocation of 1.6 FTE was supplemented by 0.4 to form two full-time positions. Stage Leaders were provided with one mentoring day a week to support classroom teachers.

All Early Stage One class programs show evidence of the explicit teaching of phonological awareness and phonics. Teachers were provided with shoulder-to-shoulder support from the stage Assistant Principal and AP C&I to refine their teaching practice. Teacher evaluations acknowledge growth in student achievement, and this is evident in PLAN 2 data, where 54% of students are now achieving at stage expectations. The Additive strategies Professional Learning (PL) provided opportunities for teachers to develop their conceptual knowledge of number and raised awareness of the Department of Education's Universal Resources Hub to access teaching strategies and activities to develop student's skills in number. Teachers identified that they needed to continue regular number talks with their class, which would build conceptual meaning around numbers and allow the students to transfer their knowledge. Data conversations held between Assistant Principals and classroom teachers in Term 3 included questions around number talks. Classroom teachers stated they were doing regular number talks, and there was some evidence of planned number talks in teaching and learning programs. However, there was minimal evidence of student thinking visible in the classrooms.

The focus for 2023 is to ensure that the professional learning undertaken in 2022 is embedded in the planning and programming for the new curriculum outcomes and classroom practice.

Initiative 2: Global Pedagogy

This initiative focussed on embedding global pedagogy by developing the Fairfield Way. This was a collaborative process that used research-based information about effective pedagogical models to construct a model that promotes consistent practice appropriate to the context of Fairfield Public School. Senior Executive completed the lead professional learning component of the High Potential and Gifted Education (HPGE) policy and developed an action plan for implementing this policy. Staff were surveyed regarding their knowledge in this area and presented with an introduction to HPGE. All staff participated in action research that focused on English as an additional language or dialect (EAL/D) pedagogy and were supported to implement this new learning into their classroom practice, with the

support of the EAL/D Leader.

As part of the process of formulating the Fairfield Way pedagogical model, staff feedback from the curriculum reform modules and hexagonal planning revealed a need for a scope and sequence in all KLAs that matched their learning and teaching programs. This led to a review of the current scope and sequences and them being revised to ensure DoE and NES compliance. In conjunction with this, school programs were matched to the scope and sequences and adjustments made to them. This occurred over Terms 3 and 4, culminating in programs ready for implementation in 2023.

The focus for 2023 is to form teams to work specifically in identified areas, to strengthen global pedagogy at Fairfield Public School. This will include HPGE, Aboriginal Cultural Education, Literacy, Numeracy, Learning and Support, PBL and Attendance. The Fairfield Way model will be implemented into classroom practices and linked to PDP goals to ensure consistency in pedagogy.

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 8.4% or more from baseline data.	19.85% of students achieved in the top two bands in NAPLAN reading, indicating progress toward the lower-bound target. Particularly pleasing was an increase of 10.37% of Year 5 students achieving reading results in the top two bands.
READING: A minimum of 62% of students achieve at or above in expected growth in NAPLAN Reading.	Expected growth data is unavailable for this progress measure as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
NUMERACY: Increase proportion of students in the top two bands in NAPLAN numeracy by 7.5% or more from baseline data.	2022 NAPLAN data indicates 10.77% of students are in the top two skill bands for numeracy, indicating limited progress toward the system-negotiated lower bound target. A continued upward trend of Year 5 students achieving results in the top two bands was pleasing.
NUMERACY: A minimum of 57.5% of students achieve at or above in expected growth in NAPLAN Numeracy.	Expected growth data is unavailable for this progress measure as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
SCHOOL IMPROVEMENT: An increase of 2% of students achieving school targets within: Understanding Texts, Creating Texts and Additive Strategies, using 2021 baseline data.	Plan data shows an increase in the number of students achieving school targets within Understanding Texts, Creating Texts and Additive Strategies. However, as the number of indicator levels in the progressions changed due to an update of PLAN 2 from version 2 to version 3, the calculation of a percentage from 2021 baseline data is not valid and would not be a true measure of progress. New baseline data that is consistent with the new indicator levels will be developed for 2023 based on data migrated to and entered in PLAN 2 version 3 at the end of 2022.
School Excellence Framework Effective Classroom Practice Consolidating at Sustaining and Growing in Lesson Planning, Feedback and Classroom Management. Achieve Excelling in Explicit Teaching Curriculum	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework in the element of Effective Classroom Practice shows the themes of Lesson Planning and Explicit Teaching to be delivering and the themes of Feedback and Classroom Management to be sustaining and growing. • In the element of Curriculum, self-assessment against the School Excellence Framework shows the themes of Curriculum and Teaching and Learning programs to be delivering and the theme of Differentiation to be sustaining and growing. • Self-assessment against the School Excellence Framework in the element of Student Performance Measures shows the themes of Student Growth and Internal Measures against Syllabus Standards to be delivering, and the theme of NAPLAN to be working towards delivering. Due to NAPLAN being cancelled in 2020, there is no comparative data available for

<p>Consolidating at Delivering in Curriculum Provision</p> <p>Consolidating at Sustaining and Growing in Teaching and Learning Programs</p> <p>Achieve Sustaining and Growing in Differentiation</p> <p><i>Student Performance Measures</i></p> <p>Delivering for NAPLAN</p> <p>Achieve Sustaining and Growing for Internal and External Measures against syllabus standards</p> <p>Consolidating at Sustaining and Growing for Value-Added and Student Growth</p>	<p>the Value-added measure.</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: \$783,173.41

Refugee Student Support: \$55,000.00

English language proficiency: \$11,000.00

Summary of progress

Social and Emotional Learning

This initiative is focused on effectively strengthening the social and emotional capacity of students so as to improve their learning and academic results and prepare them for life. To do so, the school employed an Assistant Principal Wellbeing and Instruction (AP W&I), reviewed the whole school approach to behaviour management through Positive Behaviour for Learning (PBL) and promoted play K - 6. The AP W&I worked shoulder-to-shoulder with teachers to assist them in establishing effective strategies in their classrooms to assist students in co-regulating and self-regulating their behaviours in the classroom and playground. The PBL team met regularly to review and finalise the consequence matrix for Tier 1 students ensuring the updated matrix was inclusive of trauma-informed practice. The PBL team also commenced work on refining the consequence matrix for tier 2 and 3 students, along with trialling a new behaviour recognition system for achieving the school's highest annual award, a blue award. Behaviour data entered into SENTRAL throughout the year indicated a decrease in major and minor incidents; however, there was an increase in the number of high level incidents in the second half of the year. This increase could be attributed to a small group of students and is indicative of the need to ensure a strong understanding of trauma-informed practice and the need for an effective consequence matrix for tier 2 and 3 students. Tell Them From Me survey data was very positive. For 'Students with positive behaviour at school' the school's results were 89% which is 6% above the NSW Government school norm. The impact of the AP W&I role has been substantial, with a positive impact on student behaviour through the work done in classrooms and the playground. The AP W&I has been highly visible and approachable and this has allowed students to seek him out on various issue. As a result, there has been an encouraging increase in Tell Them From Me survey data in both Advocacy at School and Sense of Belonging.

The focus areas for this initiative in 2023 will be implementing the new components of the behaviour recognition system to ensure it is equitable, and ensuring the consequence matrix for tier 2 and 3 students is implemented. A continuation of the work of the AP W&I in supporting teachers, developing a play-based approach to assist students with trauma and creating targeted interventions to support tier 2 and 3 students.

Initiative 2: Effective Partnerships for Learning.

This initiative is focused on embedding a strategic and planned whole-school approach that engages parents, carers and community members in activities that help them to build and support their child's wellbeing. The lifting of COVID-19 restrictions enabled us to welcome back our whole community through events that gave them a sense of belonging and strengthened the relationship between home and school, such as Harmony Day, Education Week and Family Fun Night. Attendance data from the Family Fun Night showed that over 70% of our families attended.

Parent, teacher & student goal setting meetings resumed face-to-face in Term 2. These meetings enable parents to have an input into the goals their children set academically and socially. During these meetings the school was able to attain feedback from parents via surveys, or present information such as 'Ways parents can support their child's learning at home'. Prior to COVID-19, attendance averaged above 80%. Data shows that parents actively participated in these from Term 2 on, with attendance averaging 83% for the year. Phone interviews were also made available to support parent participation.

2022 was also a time to re-establish our working relationships with the agencies who had previously supported our

students and families. This included, but was not exhaustive of, The Smith Family, STARTTS, Woodville Allianz, PARKES and CORE.

The focus for 2023 is to liaise with our community to determine what format a School Parent Group would be the most appropriate for our community and commence planning for and implementation of this preferred format.

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
ATTENDANCE: A minimum of 81.3% of students attending at 90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 28.4%; however, this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID-19. Attendance data was also impacted by the opening of the borders mid-year, with many families taking the opportunity to travel overseas for family reunions.
WELLBEING: Reduction of 25% in negative incidences from baseline data	Analysis of behaviour data entered in Sentral indicated a 12% reduction in major incidences. Accurate data for this annual progress measure regarding negative incidences is unavailable due to a change in the recording of minor incidents in Sentral as a result of refinements to the school's PBL processes, however, other tacking of minor incidents suggests a significant decline occurred during the year.
School Excellence Framework Wellbeing Consolidating at Sustaining & Growing for Individual Learning Needs & Behaviour. Achieve Excelling for Caring for Students Consolidating at Excelling for Planned Approach to Wellbeing Effective Classroom Practice Consolidating at Sustaining & Growing in Lesson Planning, Feedback and Classroom Management Achieve Excelling in Explicit Teaching Learning Culture Consolidating at Sustaining & Growing for Transition and continuity of learning and Attendance Achieve Excelling at High Expectations	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework in the element of Wellbeing shows the themes of Individual Learning Needs, Behaviour and Caring for Students to be sustaining and growing, and the theme of A Planned Approach to Wellbeing to be excelling. • Self-assessment against the School Excellence framework in the element of Effective Classroom Practice shows the themes of Lesson Planning and Explicit Teaching to be delivering and the themes of Feedback and Classroom Management to be sustaining and growing. • Self-assessment against the School Excellence framework in the theme of Learning Culture shows the themes of High Expectations and Attendance to be sustaining and growing, and the theme of Transition and Continuity of Learning to be excelling.

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

Socio-economic background: \$70,000.00

Professional learning: \$17,000.00

Summary of progress

Data Skills and Use

This initiative is focused on building the capacity of school leaders and teachers to use data to inform programming and improve practice to drive improvement in student outcomes. The school leadership team undertook professional learning in evaluative practice through the LEED project. Whole school professional learning was delivered to teachers to build their data literacy and familiarity with SCOUT. The Assistant Principals Curriculum and Instruction mentored and supported the stage-based Assistant Principals in delivering data conversations with their stage teams with a gradual release of control over the year. A greater understanding of the purpose and use of data from teachers, led to data more effectively driving the development and refinement of stage-based programs. Moderation of student work for assessment purposes was also more focused which led to a more consistent allocation of student grades for end-of-year reporting.

The focus for 2023 will be on upskilling new staff members and further embedding the use of data to a granular level where teachers are more confident in using data to plan for teaching and ensure the needs of individual students are being met through a more personalised approach.

Reflective and Adaptive Practice

The focus of this initiative was to ensure processes were in place for teachers to reflect on their practice and adapt it to meet the needs of their students as identified through data. Teachers were given weekly time to collaborate with their stage team and supervisor (Assistant Principal). During these meetings, the team reflected on the available student data to refine their program and target their teaching. Assistant Principals were also given additional release time of one day per week to mentor and support their stage team through classroom observations, co-teaching and follow-up conversations. This Conversation, Observation and Product (COP) process became an embedded part of each stage teams supervisory process; however, significant staff absence due to illness, the unavailability of casual relief teachers, and the need to ensure classes were covered meant the time allocated to Assistant Principals was reduced to fortnightly. Through the COP process, Assistant Principals were able to identify areas of growth for each teacher and observe an increasing use of data by teachers through both classroom and program observations. While this change was evident in many classrooms, further mentoring and support are required to ensure all teachers across the school consistently use data to inform and adapt their practice, with this being the focus of this initiative in 2023

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
School Excellence Framework <i>Data Skills and Use</i> Achieve Sustaining and Growing for	<ul style="list-style-type: none">• Self-assessment against the School Excellence framework in the element of Data Skills and Use shows the themes of Data Literacy, Data Analysis, Data Use in Teaching and Data Use in Planning to be delivering.• In the element of School Planning, Implementation and Reporting, self-assessment against the School Excellence framework shows the themes of

<p>Data Use in Teaching & Data Use in Planning.</p> <p>Consolidating at Sustaining & Growing for Data Literacy and Data Analysis.</p> <p>School Planning, Implementation & Reporting</p> <p>Consolidating at Delivering for Annual Reporting.</p> <p>Achieve Sustaining and Growing for School Plan</p> <p>Consolidating at Sustaining and Growing for Continuous Improvement.</p>	<p>Continuous Improvement and School Plan to be to be delivering and the theme of Annual Report to be sustaining and growing.</p>
<p>Professional Standards:</p> <p>85% of staff have achieved school target based on the Australian Professional Teaching Standards.</p>	<p>School-developed targets based on the AITSL classroom practice continuum and teaching standards indicate that 63% of staff have met the target, with 31% demonstrating growth from the baseline data.</p>
<p>Data Skills and Use:</p> <p>80% of staff consistently use data to inform practice, as measured by school based tracking data.</p>	<p>What Works Best survey data indicates that 86% of teachers regularly collect student learning data and use that data to monitor how student learning is progressing and to gauge the impact of their teaching.</p>

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$107,629.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional teacher to provide teacher release for targeted professional learning to introduce and immerse teachers in the new K-2 English and Mathematics syllabuses and allow time for the collaborative planning of units of work. <p>The allocation of this funding has resulted in the following impact: All teachers K-6 having a deep understanding of the K-2 syllabus documents and contributing to the writing of units of work that are ready for full implementation of the syllabuses at the beginning of 2023.</p> <p>After evaluation, the next steps to support our students will be: A continuation of professional learning for teachers on new syllabus documents to consolidate teacher knowledge, understanding and implementation of the K-2 syllabus documents and familiarisation with the 3-6 syllabus documents.</p>
<p>Professional learning</p> <p>\$23,700.00</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 • Reflective and Adaptive Practitioners • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning in phonics, phonological awareness, comprehension and additive strategies • coaching to upskill the executive team to develop a deeper, more consistent understanding and skill base in data conversations, conducting classroom observations, monitoring learning and programs, providing effective and timely feedback to staff and holding difficult conversations • provision of professional learning to ensure staff compliance with mandatory training requirements and development of skills in areas such as ICT to complement their teaching. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All Early Stage 1 teaching and learning programs show evidence of the explicit teaching of phonological awareness and phonics, resulting in a growth in student achievement, with 54% of students achieving stage expectations - close reading being implemented as a strategy to develop comprehension skills in Stage 3 with students in a sample group exhibiting growth in the literacy progression for Understanding Texts 7 and achieving stage expectations - all staff being compliant with mandatory training requirements. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - ensuring all new staff complete all components of phonics, phonological awareness, comprehension and additive strategies in professional learning

<p>Professional learning</p> <p>\$23,700.00</p>	<p>to ensure consistent programming and delivery of lessons across the school</p> <ul style="list-style-type: none"> - supporting Stage 1 teachers in delivering explicit and systematic teaching of phonological awareness and phonics with shoulder-to-shoulder support from the Assistant Principal Curriculum and Instruction and Assistant Principal, Stage 1 to increase student growth and achievement - a continuation of professional learning and implementation of close reading as a strategy to improve reading and comprehension - the continued development of the executive team through coaching aimed at developing their skills and ability to coach and mentor their stage teams to foster the development of strong teaching practice - ensuring all staff continue to meet the requirements of mandatory training with a particular focus on developing a greater understanding of Aboriginal and Torres Strait Island cultures and applying this knowledge to teaching and learning programs.
<p>Refugee Student Support</p> <p>\$57,570.00</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"> • Social and Emotional Learning • 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 extra classroom teachers to reduce class sizes and allow teachers to develop stronger relationships with the students in their class to support their wellbeing • providing support to refugee students to ensure they can access uniforms, equipment and all school events • employment of a Bilingual SAO. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - EAL/D Progression data shows that all cohorts achieved above the school target for students working at emerging or beyond, after one year of learning. This demonstrates that students are in a safe learning environment and have built relationships which has enabled them to learn. - PBL and other behaviour data indicating a reduction in minor and major incidents in classrooms from the previous year - Tell Them From Me data for Sense of Belonging increased to 83%, which is 2% above the NSW Government School Norm and a 20% increase on 2021 data. - data of attendance for school events showed numbers in attendance to be similar to or greater than before COVID-19. This culminated in over 1000 attendees at the end-of-year Family Fun Night where families were able to engage with and seek information from various non-government and government agencies. - data from a parent communication survey shows that 83.9% of parents were aware of school events due to translated notes and bilingual support in the administration office. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - evaluation of EAL/D practices regarding shifting students from developing to consolidating - investigating a whole school counselling program to provide ongoing support at a school level.
<p>Integration funding support</p> <p>\$122,503.00</p>	<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>Integration funding support</p> <p>\$122,503.00</p>	<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 the following impact:</p> <ul style="list-style-type: none"> - one-to-one support for students with high-level learning or behavioural needs focussed on achieving personalised learning goals. - all Personalised Learning and Support Plans being regularly reviewed and updated to meet the needs of students at that point in time and ensuring eligible students are receiving personalised in-class support. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - regularly reviewing integration funding support at learning support team meetings to ensure its effective use and making adjustments to individual student support when necessary - continuing employment of SLSOs to provide in-class support of students receiving integration funding - continual upskilling of SLSOs to ensure they can effectively support students with high-level needs.
<p>Socio-economic background</p> <p>\$1,196,800.41</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"> • Initiative 1: Literacy and Numeracy • Initiative 2: Global Teaching Pedagogy • Social and Emotional Learning • Effective Partnerships for learning • Data Skills and Use • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • purchase of literacy and numeracy resources to support teaching and learning and increase equitability of resourcing and access to the curriculum • employment of an additional teacher to release classroom teachers to participate in collaborative professional learning in literacy and numeracy • the trial and evaluation of an in-class small-group instruction model named Learning Pathways to provide equitable support to students to meet their personal learning goals. • employment of additional staff, including a Deputy Principal and three classroom teachers, to support a calm learning environment through reduced class sizes and the development of strong and consistent relationships with students and parents. • employment of an Assistant Principal Wellbeing and Instruction to support social-emotional learning through the shoulder-to-shoulder support of teachers in implementing trauma-informed practices including therapeutic play. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - an increase in the percentage of students achieving in the Top 2 Bands for Reading and Numeracy - 19.85% of students achieved in the top two bands in Reading, indicating progress towards the lower-bound target - 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 have 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 development, reducing minor and major incidents in both

<p>Socio-economic background</p> <p>\$1,196,800.41</p>	<p>classroom and playground PBL data.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue the employment of additional teachers, an Assistant Principal Wellbeing and Instruction and an additional Deputy Principal to support student wellbeing, aid student learning, and provide support to parents/carers when approaching the school on learning and wellbeing issues - a continuation of three-way goal meetings on a termly basis to build a strong learning partnership 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>\$2,138.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all Aboriginal students showing progress in the achievement of their goals within their Personalised Learning Pathways (PLPs) - students being supported with their social-emotional development to enhance self-regulation allowing greater participation in learning and achievement of their goals. - participation in the Fairfield Network Aboriginal Education Collaboration Team. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - increased cultural knowledge of staff through professional learning - implementation of an Aboriginal and Torres Strait Island committee to guide staff professional learning and increase cultural awareness across the school community. - to ensure Personalised Learning Pathways show evidence of professional learning undertaken and are developing the potential and talent of students - to ensure access to appropriate external support to improve learning outcomes for students.
<p>English language proficiency</p> <p>\$582,573.00</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 2: Global Teaching Pedagogy • Social and Emotional 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 in TELL and EAL/D in Action to deepen teacher

<p>English language proficiency</p> <p>\$582,573.00</p>	<p>strategies in EAL/D pedagogy.</p> <p>The allocation of this funding has resulted in the following impact:</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. - the EAL/D leader mentoring the Assistant Principals Curriculum and Instruction to develop and implement targeted EAL/D PL through 'EAL/D in Action'. - the EAL/D Leader being utilised to deepen teacher understanding of effective EAL/D pedagogy through targeted PL and shoulder-to-shoulder support in the classroom. - sharing of effective classroom practice by teachers to support each other and build knowledge to support EAL/D students - a deeper knowledge and use of the EAL/D progressions to moderate student work samples and assess 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 will be:</p> <ul style="list-style-type: none"> - continued personalised and targeted professional development for teachers and shoulder-to-shoulder support in the classroom - ongoing coaching by EAL/D Education Leader to the executive team to build their capacity in developing teachers' skill sets in supporting EAL/D learners - ongoing sharing of effective classroom practice by teachers to support each other and build knowledge to support EAL/D students - evaluation of school EAL/D practices to facilitate students moving from developing to consolidating in the EAL/D progressions.
<p>Low level adjustment for disability</p> <p>\$418,582.00</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>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 the following impact:</p> <ul style="list-style-type: none"> - Personalised Learning Plans 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 - increase in number of staff gaining the skills and knowledge of the Access Request processes, such as gathering relevant documentation, liaising with counselling team and writing of submissions. All access requests submitted resulted in enhanced support for individual students. <p>After evaluation, the next steps to support our students 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 - whole school training on autism spectrum disorder.
<p>QTSS release</p> <p>\$96,419.00</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</p>

<p>QTSS release</p> <p>\$96,419.00</p>	<p>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"> • assistant principals provided with additional release time to support classroom programs • increase AP C&I allocation by 0.4 to support classroom programs and to further develop APs capacity. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the refinement of the Conversation, Observation and Product Process (COP) with all teachers - commencement of coaching program for all executive staff - Tell Them From Me data from teachers indicated 'Leadership' was above the NSW government norm - Tell Them From Me data from teachers indicated 'Data informs practice' was above the NSW government norm. - Tell Them From Me data from teachers indicated that useful feedback from school leaders regarding their teaching scored below 7 in the driver of Leadership, whilst all other aspects scored above 7. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continuation of developing 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 - evaluation of useful feedback practices from executive to teachers regarding their teaching.
<p>COVID ILSP</p> <p>\$437,597.00</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 2022.</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 educators to deliver small-group tuition • identification of students requiring additional support in reading and numeracy. • provide ongoing professional learning to staff on the delivery of small group instruction and identified areas of reading and numeracy • providing targeted explicit small-group instruction for students in literacy and numeracy. • Regularly updating PLAN 2 data to determine student progress and future focus areas. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - a majority of the students participating in the program have shown growth towards reaching personal learning goals based on the literacy progression - data showed growth of more than one level and an increased percentage of students reaching personal learning goals based on the numeracy progression for additive strategies and quantifying number. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - a continuation of small group instruction in literacy and numeracy and further development of a school-wide approach to allow for increased differentiated support for all learners - regular data entry and analysis of the data to ensure student needs are being met and appropriate learning goals are being developed for students.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	302	310	259	235
Girls	279	259	233	227

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.5	90.1	91.7	83.2
1	89.9	88.7	91.0	86.4
2	91.4	86.4	90.8	83.7
3	92.5	89.1	91.5	86.2
4	91.2	90.9	93.3	85.3
5	92.3	89.6	92.6	87.7
6	92.0	91.7	92.0	87.1
All Years	91.4	89.5	91.9	85.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.6
Classroom Teacher(s)	15.25
Learning and Support Teacher(s)	2.5
Teacher Librarian	0.8
Teacher ESL	4.4
School Counsellor	1
School Administration and Support Staff	3.62
Other Positions	2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,016,235
Revenue	7,985,794
Appropriation	7,901,605
Sale of Goods and Services	23,740
Grants and contributions	54,857
Investment income	4,793
Other revenue	800
Expenses	-7,234,847
Employee related	-6,401,185
Operating expenses	-833,662
Surplus / deficit for the year	750,947
Closing Balance	1,767,183

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.

Planned spending during 2022 was affected by the unavailability of casual teachers to provide release time for teachers to participate in professional learning or the implementation of projects. The unavailability of casual teachers also meant that a significant proportion of the Sick and FACS Leave funding model was unspent. Funds targeted for capital projects and repair of facilities such as the community playground equipment and synthetic playing field were also unspent due to difficulty engaging trades to carry out the work.

Where possible, funds were realigned to meet other school priorities, such as the purchase of classroom furniture to create a more attractive learning environment and the purchase of resources to enable effective delivery of the Science and Technology syllabus,

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	150,764
Equity Total	2,227,424
Equity - Aboriginal	2,138
Equity - Socio-economic	1,212,648
Equity - Language	594,055
Equity - Disability	418,582
Base Total	3,358,259
Base - Per Capita	124,318
Base - Location	0
Base - Other	3,233,940
Other Total	999,757
Grand Total	6,736,203

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.

Our school's overall NAPLAN results were mostly pleasing, with Year 5 average scores in all five testing domains (Reading, Writing, Grammar and Punctuation, Spelling and Numeracy) all improving on the 2021 scores. In Year 3 Reading, the results showed a strong improvement which reflects the professional learning teachers have done in teaching reading to students in the early years of school. The results also showed we have an increased number of students achieving results in the top two bands of the testing in reading and numeracy, which was very pleasing.

The results show that we are making progress in reading and writing but need to look at ways to increase the level of improvement in numeracy.

Parent/caregiver, student, teacher satisfaction

Parents/Carers

A survey of parents and carers was undertaken to determine the effectiveness of the school's communication channels and seek information on the best type of parent group for our school community.

Responses about the school's communication were overwhelmingly positive, with 96% of parents/carers agreeing or strongly agreeing school communication to home is very good and 89% of parents agreeing they receive information from the school about events and excursions in plenty of time.

SeeSaw was seen as a valuable communication tool for viewing and commenting on their child's learning and for receiving announcements and newsletters, with 91% of parents/carers using the app. The Skoolbag app was used less, with only 26.3% of parents using it and 28% not knowing about the app.

65% of parents/carers believed it was important to have a parent representative group, and 59% indicated they would come to meetings with other parents to discuss school matters and help with school events. 78% of parents and carers responded that they would prefer to have an informal parent group/meetings rather than a Parents and Citizens Association. The survey showed the preferred times for parents to attend meetings are after school drop-off at 9:00am and In the afternoon straight after school pick-up.

The data shows parents are happy with the communication they receive from the school and how they receive it. Further promotion of the Skoolbag app and demonstrations on how to use it are needed to improve its uptake, as it is a useful tool in sending out urgent information by push notification. Regarding a parent group, further investigation is required to determine a format to best engage our parents and carers.

Staff

Staff participated in the 'Tell Them From Me - Focus on Learning' survey. Overall the results for the Eight Drivers of Student Learning were either just below or above the NSW Government norm except for the topics of Leadership, which was well above the norm, and for parental involvement and technology, which were significantly below the norm. Misalignment with this data was evident in data from teachers with less than or equal to 5 years of experience who saw technology as a strength and collaboration and leadership as barriers.

The whole of government 'People Matter Survey' survey showed that staff received the training they required to do their job well and that their manager valued their input and contribution to the organisation's purpose. Concern was expressed about having enough time to do their job well and job satisfaction.

Future directions are to ensure appropriate mentoring and support are in place for early career teachers, differentiated professional learning to meet staff needs in areas such as the effective use of technology in classroom practice and a strategic whole-school approach to promote and support staff wellbeing.

Students

Students in Years 4 to 6 completed the Tell Them From Me (TTFM) survey in Semesters 1 and 2. The survey results were most pleasing, with a positive trend evident in items relating to a Sense of Belonging, Positive Behaviour at School, Advocacy at School and a pleasing significant decrease in students who considered they were a victim of bullying. Areas for improvement are Expectations for Success and a Positive Learning Climate.

Focus areas for 2023 include ensuring students are provided with clear learning intentions and success criteria, along with examples of what a good piece of work looks like. Developing effective practices for delivering and receiving feedback will also be critical in further developing a positive learning climate.

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.