

# 2022 Annual Report

## Fairy Meadow Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Fairy Meadow 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.

## School contact details

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## School vision

Empower students to be curious, creative, life-long learners in a global world.

### Our core values:

**EXCELLENCE:** Striving for the highest personal achievement in all aspects of schooling and individual action

**LOVE OF LEARNING:** Promote and model high expectations and a passion for life-long learning.

**RESPECT:** Having regard for yourself and others, within Australian society and accepting the right of others to hold different or opposing views.

**RESPONSIBILITY:** Being accountable for your individual actions towards yourself, others and the environment.

**INTEGRITY:** Being consistently honest and trustworthy.

**COOPERATION:** Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

**CARE:** Concern for the well-being of yourself and others, demonstrating empathy and acting with compassion.

### **FAIRNESS AND EQUITY:**

Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

## School context

Fairy Meadow Demonstration School is a unique environment that provides contemporary education to 400 students. The school has 5 support classes, a pre-school and 13 mainstream classes. The rich diversity evident within the school's enrolment area is reflected in 30% of our students coming from language backgrounds other than English and 6% of students identifying as Aboriginal or Torres Strait Islander.

As one of only five Demonstration schools in the state, Fairy Meadow has established strong links with the University of Wollongong and we currently run two Bachelor of Education subjects in the school.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around differentiation of the curriculum, formative assessment and wellbeing of our students.

Our focus from the WWB document for 2021-2024, will be high expectations, explicit teaching, effective feedback, assessment (formative) and wellbeing. Classroom management and collaboration practices will continue to be a part of our plans but are embedded in practice. Professional learning will be authentic and allow for choice and personal growth. The curriculum changes over the next two years will have a large impact on the professional learning opportunities that are provided to staff.

Relationships with our school community will be enhanced to create a partnership in learning opportunity and to showcase the work of our students. We will promote the school and find opportunities to demonstrate and celebrate success to the wider community. Student leadership and ownership of learning will continue to be promoted and researched through agency and voice opportunities, especially in the learning domain. The focus on high expectations for what students produce will provide a platform for improvement and innovation. We will aim to create more inclusive and collaborative family-school-community partnerships.

Our world is a forever changing world that requires a different mindset of teaching and learning to achieve the greatest potential for future global citizens. Sustainability education can be fun, engaging and empowering for students. It allows them to take responsibility for their actions and to contribute their vision for a sustainable future. Sustainability is not a separate subject - it is embedded across all relevant learning areas. Sustainability is important for many reasons including: Environmental Quality - In order to have healthy communities, we need clean air, natural resources, and a nontoxic environment. Sustainability aims to use our resources efficiently to benefit our community. Permaculture is modelled on the relationships found in nature. The term was coined by Bill Mollison (permanent agriculture and permanent culture). More specifically it is the design of agriculturally productive ecosystems which have diversity and stability while considering the existing environment and natural ecosystems. True permaculture, is not just organic farming - the ideology should in practice mean harmonious integration of environment and people - providing their food, shelter, and energy in a sustainable way. At Fairy Meadow Demonstration School it is apparent that the environment that

we occupy is vast and rich in history. The school was established in 1854 and was farming land. As a school community we are united in a focus that will allow us to create sustainable living onsite and educate the future generations. David Attenborough believes that we are not too late to change the way we live in the world to make it a sustainable place but we need to act now. We need to change the way that we eat and produce food and work with the land that we are provided with.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student achievement and growth in reading and numeracy, and to build strong foundations for academic success, we will explore and implement the most effective teaching and assessment strategies while critically reflecting on our data and making informed choices to improve student learning outcomes.

### 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.

- Highly effective teaching practices.
- Critical reflection of assessment practices and data analysis.

### Resources allocated to this strategic direction

**Socio-economic background:** \$97,821.00

**QTSS release:** \$76,400.00

**Per capita:** \$12,000.00

**Professional learning:** \$22,334.00

**Early Adopter Funds:** \$30,000.00

**Literacy and numeracy:** \$8,200.00

**English language proficiency:** \$54,181.00

**Low level adjustment for disability:** \$179,640.00

**Literacy and numeracy intervention:** \$60,333.00

### Summary of progress

In 2022, in this strategic direction, our work focused on supporting teachers to effectively implement the new NSW syllabuses in English and Mathematics. To complement this work, we also focused on developing assessment packages K-6 to support the new curricula.

As an Accelerated Adopter school, professional learning was undertaken and supported by a Department of Education Literacy and Numeracy Consultant. Jann Farmer Hailey master classes were attended, and mentoring sessions provided by Curriculum Advisors. This included observations and demonstration lessons in the K-2 classrooms. Staff undertook a Spiral of Enquiry to ensure 3 weekly evaluations of implementation and data analysis. Additional release time was provided to assist in planning and implementing the new curriculum units across K-2 classrooms.

Feedback and outcomes were reviewed in collaborative planning and professional learning sessions which indicated an increase in staff confidence in understanding and implementation of the new curriculum. Programs provided examples of lesson planning which met the needs of all students. Feedback was also provided to NESA twice a term. Resources such as decodable texts, were purchased to support effective teaching and learning.

In 2023, K-2 will continue to use the units of work developed, evaluating and analysing implementation and data collected to ensure continued focus and effectiveness. The framework developed in 2022 will be further expanded in 2023 to support 3-6 staff in the new curriculum.

### 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
Top 2 bands (or equivalent) NAPLAN reading uplift of 7%.	2022 NAPLAN data indicates 36.84% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 1.2%.
Expected growth for NAPLAN reading will not be reported due to the suspension of the National Assessment Program in 2020.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

<p>Top 2 bands (or equivalent) NAPLAN numeracy uplift of 6%</p>	<p>2022 NAPLAN data indicates 25.35% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.</p>
<p>Expected growth for NAPLAN reading will not be reported due to the suspension of the National Assessment Program in 2020.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

## Strategic Direction 2: Innovation and Inquiry

### Purpose

To ensure that all of our learners are challenged and engaged within a high expectations environment, we will empower students to be curious, self-directed lifelong learners. We will develop a planned approach to wellbeing practices to ensure that every child is known, valued and cared for.

### 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.

- Contemporary Learners
- Student wellbeing, engagement and learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$54,000.00

**Per capita:** \$12,000.00

### Summary of progress

In 2022, in this strategic direction, the focus was on transforming the way our students learn by developing their creative and critical thinking skills.

Professional learning in the 4C's was undertaken, involving implementation and evaluation of practice which was monitored during Spirals of Enquiry sessions. Loose Part learning became a focus to support writing skills and professional learning and demonstration lessons were delivered by the AP K-2 in classrooms across the school. Release time was provided to staff for collaboration and professional learning sessions.

Evidence of student voice was gathered regularly, and students indicated a clear understanding of the purpose of their learning and their learning goals. Teaching program evaluations indicated evidence of the disposition wheel and 4C pedagogy in lesson planning.

In 2023, the 4C pedagogy will continue to be implemented across all classrooms P-6 through the use of the Disposition Wheel and 4C strategies. Additionally, a rubric will be trialled to provide data on the impact of the disposition wheel on student achievement.

### 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
Internal measures demonstrate that contemporary learning, supported by the 4Cs approach, is occurring across P-6.	Document analysis and classroom observations indicate 100% of staff incorporate the 4C approach into their teaching and learning practices.
<b>Attendance</b> Continued uplift in the proportion of students attending school greater than 90% of the time to be above the 2021 rate.	The number of students attending greater than 90% of the time or more has decreased by 38.90%.
Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift to be above the 2021 level.	Tell Them From Me data indicates an uplift in expectations for success (0.3), advocacy (0.9) and sense of belonging (8%). With the exception of advocacy, school data for expectations for success and sense of belonging still remain below state means.



## Strategic Direction 3: Inclusive and collaborative partnerships

### Purpose

Collaborative partnerships enhance children's inclusion, learning and wellbeing. To ensure respectful, supportive relationships are formed with families and community we will engage in shared decision making and provide engagement opportunities that undergird effective partnerships.

### 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.

- Inclusive Community Partnerships

### Resources allocated to this strategic direction

**Per capita:** \$56,400.00

**Socio-economic background:** \$500.00

**Aboriginal background:** \$17,300.00

### Summary of progress

In 2022, in this strategic direction, the focus was on creating a living classroom to support P-6 teaching and learning and develop connections with the wider community. We worked to develop a shared understanding as to how families can support learning from home with a focus on the new K-2 curriculum.

Student Garden Ambassadors were established, and an experienced Garden Mentor was employed one day a fortnight to support teaching and learning within the space. An Assistant Principal was released 1 day per fortnight to take a class to maintain and undertake learning in the garden.

The impact was the development of a communal space for P-6 staff and students to learn about sustainability and food production. Students developed their horticulture and safe tool use knowledge and additionally held market stalls to share the produce with the community.

In 2023, the garden will become a living classroom where programs will be developed to support learning in the areas of Science, Geography, English and Mathematics.

### 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
Tell Them From Me survey data demonstrates an uplift of 0.3 points in the following areas: <ul style="list-style-type: none"><li>• parents are informed</li><li>• parents feel welcome</li><li>• school inclusivity</li></ul>	Tell Them From Me parent survey was not implemented in 2021 so comparison data cannot be made. 2022 data is: <ul style="list-style-type: none"><li>-parents are informed 6.8 (NSW norm 6.6)</li><li>-parents feel welcome 7.8 (NSW norm 7.4)</li><li>-school inclusivity 7.4 (NSW norm 6.7)</li></ul>
Tell Them From Me survey measures demonstrate that teacher expertise is being developed through intra-school relationships.	Tell Them From Me teacher survey in 2022 indicated 8.3 (NSW norm 7.8) however it was not implemented in 2021 so comparison data cannot be made.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$91,657.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Fairy Meadow Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of support in classrooms.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Personalised Learning and Support Plans (PLaSPs) were implemented with SMART goals in consultation with families and children. Classroom teachers implemented the plans with School Learning Support Officer (SLSO) support and an evaluation of the plans occurred at the end of the year. Goals were met and new goals set for our children. School procedures related to the work of the Learning and Support Team were developed, streamlining processes that ensured better communication between all stakeholders involved in the care of the supported students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support our students with additional needs to achieve their PLaSP goals which include social development, academic achievement and support for in class activities that require physical movement. We will continue to work with external agencies, with staff (teaching and SLSOs) undertaking professional learning that informs their work in support of the funded students.</p>
<p>Socio-economic background</p> <p>\$152,321.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fairy Meadow Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices.</li> <li>• Contemporary Learners</li> <li>• Student wellbeing, engagement and learning</li> <li>• Inclusive Community Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support numeracy implementation</li> <li>• employment of additional staff to support new curriculum implementation</li> <li>• professional development of staff in effective curriculum implementation to support student learning</li> <li>• staff release to refine curriculum units of study</li> <li>• employment of external provider to provide masterclasses to staff on literacy concepts</li> <li>• employment of additional staff to support Loose Parts program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Year 3 NAPLAN scores are above our Statistically Similar School Group (SSSG) average school scores in the areas of reading, writing and numeracy. Likewise, Year 5 NAPLAN scores exceed the average SSSG score in writing and numeracy. Year 5 NAPLAN reading scores exceeded</p>

<p>Socio-economic background</p> <p>\$152,321.00</p>	<p>both SSSG and the average NAPLAN state score. The school has increased the proportion of students in the middle two NAPLAN bands in reading and numeracy. In Year 3, 56% of students achieved in the middle two bands of NAPLAN numeracy (37%, 2021), with 52% of students achieving the same result in NAPLAN reading (21%, 2021). 61% of Year 5 students achieved in the middle two bands of NAPLAN reading (45%, 2021), with 72% of students achieving the same result in Numeracy (51%, 2021).</p> <p><b>After evaluation, the next steps to support our students will be:</b> to focus the professional learning for staff on how to comprehensively analyse student progress and achievement data for insights into learning and to inform the development of evidence-based programs and lessons which meet the needs of all students across the full range of abilities.</p>
<p>Aboriginal background</p> <p>\$29,300.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fairy Meadow 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusive Community Partnerships</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• resources purchased for P-6 classrooms for teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students</li> <li>• engaging in collaborative relationships with community representatives and parents/carers to deeper student understanding of Aboriginal and Torres Strait Islander culture</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-by providing increased opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</li> <li>-through ensuring full engagement of Aboriginal students in the curriculum and closing the gap in learning outcomes as identified in PLP's, class programming and assessment data</li> <li>-by incorporating the cultural contexts, values and practices of local Aboriginal communities into the mainstream delivery of education</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>-continue to provide supportive and culturally inclusive learning environments for Aboriginal students</li> <li>-to ensure Aboriginal students to achieve age-appropriate syllabus outcomes in school by collaboratively developing PLP's</li> <li>-focus on developing new and maintain relationships with local community leaders and Department support staff to facilitate collaborative decision making</li> </ul>
<p>English language proficiency</p> <p>\$54,181.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Fairy Meadow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Critical reflection of assessment practices and data analysis.</li> </ul>

<p>English language proficiency</p> <p>\$54,181.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> differentiation and co teaching principles were adopted to support children in classrooms. Student data used to identify needs - in class and/or withdrawal support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the continuation of EAL/D at an additional allocation of 0.2 to support students with differentiated resources and instruction to meet their needs. Continued support by SLSOs providing intervention for students with additional learning needs.</p>
<p>Low level adjustment for disability</p> <p>\$179,640.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Fairy Meadow Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Critical reflection of assessment practices and data analysis.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• early identification of students by Learning Support Team with tailored supports which were monitored including adjustments to teaching and learning programs</li> <li>• targeted students provided with an evidence-based intervention for example MultiLit, to increase learning outcomes</li> <li>• development of a needs-based learning and support programs in which specialist staff collaborated with classroom teachers to build capacity in meeting the needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> a school wide collective of student data identifying the LST caseload with an overview of support, diagnosis, targeted interventions and specialised staffing supports. This enables accurate documentation and tracking of students across the school. Increased effectiveness when accessing specialised support networks.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuation of the Learning Support Team coordinating and monitoring the school procedures for identification, feedback and allocation of resources to support individual students.</p>
<p>Professional learning</p> <p>\$32,334.00</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 Fairy Meadow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices.</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• mentoring provided by an external Literacy Consultant to implement</li> </ul>

<p>Professional learning</p> <p>\$32,334.00</p>	<p>quality literacy teaching practices school wide</p> <ul style="list-style-type: none"> <li>• employing casual staff to release teachers to participate in data driven collaboration sessions</li> <li>• engaging in professional learning to support explicit and consistent teaching of spelling across K-2</li> <li>• supply of resources to support classroom implementation of programs and assessment analysis</li> <li>• professional development of staff in effective curriculum implementation to support student learning</li> <li>• coaching by instructional leader to plan and implement evidence-based practice in mathematics</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  As an Early Adopter School, units were provided for implementation. Staff implemented, evaluated, modified and gave feedback on the units specific to student needs and school context.  3 weekly Spirals of Inquiry sessions were established across mainstream and support classes enabling staff to identify patterns for focus, plan for learning and evaluate success in short learning cycles, optimising learning progress and provided a scheduled routine for the review of student learning.  A deeper knowledge of the K-2 Syllabus was developed, and implementation trialled across all K-2 classrooms. Feedback indicated all staff felt more confident in their understanding of the new syllabus.  A consistent approach in all K-2 classrooms was established with professional learning and implementation of Sounds Write (an evidence-based linguistic program), providing systematically planned lessons and accurate progress and achievement data to be collected and analysed.  PDP Hub groups were established focussing on: Sound Waves, Digital Programming, Number Talks, Sounds Write and 4C's resulting in the building of capabilities of staff to further meet improve student outcomes and address specifically identified areas for continued improvement of staff practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  -implementation of K-2 syllabus and systems for professional learning to be expanded to support 3-6 staff in 2023.  -continued implementation and monitoring of impact of Sounds Write in all K-2 classrooms in 2023 and ongoing collaboration sessions to ensure reliable and consistent assessment data is evaluated, measuring improvement and responding to trends in student achievement.  -hubs are established based on identified needs in PDPs early in 2023 in order to build capacity and improve practice.</p>
<p>Literacy and numeracy</p> <p>\$8,200.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Fairy Meadow Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• updating reading resources to meet the needs of students</li> <li>• Professional Learning in English to support the programming of English units of learning</li> <li>• casual relief provider for staff to attend Spirals of Inquiry sessions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  staff ability to respond to trends in student achievement with an aim to review the curriculum provision and meet the changing needs of the students. All K-2 staff trained in Sounds Write and data trends indicate student growth across all stages.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Ongoing training in Sounds Write to include new staff and Stage 2 teachers.</p>

<p>Literacy and numeracy</p> <p>\$8,200.00</p>	<p>Mentoring sessions will continue with Curriculum Adviser. Knowledge building of the 3-6 curriculum, supported by the APC&amp;I.</p>
<p>QTSS release</p> <p>\$76,400.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fairy Meadow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices.</li> <li>• Critical reflection of assessment practices and data analysis.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• adjustments and modifications of the Accelerated Adopter Schools units provided by DoE to suit the needs of students including providing feedback directly to the Curriculum Advisor and attendance at curriculum reform PL meeting</li> <li>• employ Instructional Leader one day per fortnight to work alongside staff in Mathematics</li> <li>• explicit, evidence-based, differentiated teaching strategies designed and trialled for use in the classroom</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>increased teachers' knowledge of:</p> <ul style="list-style-type: none"> <li>-new curriculum intent and syllabus outcomes demonstrated through effective teaching of units</li> <li>-curriculum reform resources purchased to support new K-2 syllabus implementation</li> <li>- staff effectively navigated, modified and implemented units of work</li> <li>-staff applied professional learning into pedagogical practice</li> </ul> <p>Professional Learning was delivered to all staff in HPGE, determining future focus for identification of students across all 4 domains.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Implementation of updated data collection plan for Early Stage 1 and Stage 1. Professional Learning in Sounds Write for all untrained staff ES1 to S2. Continued evaluation, modification and implementation of units in K-2 classrooms. A HPGE Team will be formed in 2023, aiming to deliver the key outcomes in the Commitment to Action.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Fairy Meadow Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Critical reflection of assessment practices and data analysis.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• employment of SLSO to support Stages 2 &amp; 3 reading intervention programs</li> <li>• executive worked as instructional leaders alongside teachers for data analysis</li> <li>• collaborative professional learning sessions that aimed to build teacher understanding of effective teaching strategies for Literacy and Numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>in K-2 classrooms, 80-85% of all students are reading at or above expected reading levels in English. Stage 2 and 3 classrooms routinely used evidence</p>

<p>Literacy and numeracy intervention</p> <p>\$60,333.00</p>	<p>of learning, including a range of assessments, to inform their teaching and meet the learning needs of students. All staff participated in Professional Learning in effective classroom practices in Numeracy for example Number Talks and all classrooms showed evidence of implementation.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  an APC&amp;I to support the implementation the K-2 English and mathematics syllabi and familiarisation with the 3-6 syllabi. Triangulation of school NAPLAN , Check In and internal measures to meet expected student growth and school targets. Continuation of data collection and analysis systems to ensure accurate support is implemented for students.</p>
<p>COVID ILSP</p> <p>\$177,735.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teacher to deliver small group tuition across Literacy and Numeracy groups in Stage 2 and 3</li> <li>• employment of SLSO to supporting intensive Literacy and Numeracy lessons for identified students across P-6</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-ALAN data was collected on targeted students by LaST and Classroom teachers indicating growth across outcomes</li> <li>-Specific outcomes were set for each group and progress monitored in a variety of ways across the areas of numeracy and literacy</li> <li>- of developing systematic tracking systems for students on both the caseload and Covid Group</li> <li>- 100% of year 3 students independently were able to demonstrate all Numeracy and Literacy progressions in a limited/full capacity</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>-to utilise ongoing teacher and LaST feedback from 2022 which informed the team of which students are to be added to the LaST Whole School Caseload for 2023</li> <li>-specific Numeracy outcomes in the areas of patterns and rules and in Literacy, spelling high frequency words, identifying errors</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	198	194	189	185
Girls	167	171	160	157

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	92.0	93.6	87.4
1	91.4	92.2	91.2	86.2
2	92.8	91.1	91.0	84.7
3	92.4	93.8	90.7	83.8
4	94.0	92.3	91.3	84.1
5	93.0	92.0	91.4	84.2
6	94.3	94.2	92.9	82.6
All Years	93.1	92.5	91.7	84.7
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

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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
Assistant Principal(s)	5
Classroom Teacher(s)	16.22
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	0.8
School Administration and Support Staff	9.22

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	627,554
<b>Revenue</b>	5,119,416
Appropriation	5,004,819
Sale of Goods and Services	15,600
Grants and contributions	96,916
Investment income	1,781
Other revenue	300
<b>Expenses</b>	-5,250,607
Employee related	-4,495,305
Operating expenses	-755,302
<b>Surplus / deficit for the year</b>	-131,191
<b>Closing Balance</b>	496,363

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	91,657
<b>Equity Total</b>	415,521
Equity - Aboriginal	29,338
Equity - Socio-economic	152,361
Equity - Language	54,181
Equity - Disability	179,641
<b>Base Total</b>	3,591,621
Base - Per Capita	99,404
Base - Location	0
Base - Other	3,492,216
<b>Other Total</b>	614,947
<b>Grand Total</b>	4,713,745

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2022 Fairy Meadow Demonstration School students, teachers and parents were surveyed through the Tell Them from Me survey in regard to their overall satisfaction at or with our school. 94% of students surveyed reported they felt as though they were being challenged in their learning. Similarly, a high proportion of students (7.8 out of a possible 10) reported having a significant other at school who consistently encourages them and can be turned to for advice.

Staff responses highlighted that the overwhelming majority of staff (9.2 out of a possible 10) felt that they had high expectations for both student learning and classroom behaviour. Teachers also were responsive to student feedback, linking this to addressing their professional goals.

When surveyed, all parents reported having spoken to a teacher about their child's learning and/or behaviour throughout the year indicating consistent communication and collaboration with home. 88% of parents would recommend the school to other parents.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.