2022 Annual Report

Fairfield Heights Public School

3632

Introduction

The Annual Report for 2022 is provided to the community of Fairfield Heights Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

Fairfield Heights Public School continued to grow as a thriving, successful and inclusive learning community throughout 2022. The wellbeing of our students and their families remained the focus of all our decision making and the priority of the school leadership team was the ongoing improvement of teaching and learning across the whole school community.

We have seen the growth of student and community voice across all school activities, and we were able to offer our students the opportunity to participate in a range of excursions and incursions, forging stronger links with the wider community. Student leadership and achievement was recognised through our Gold Banner Assemblies and Presentation Day Assemblies, and we were proud to share these special occasions with so many of our parents.

During 2022 we established new initiatives in High Performance Gifted Education and Aboriginal Education and established outdoor learning areas where students can use technology to collaborate with each other and can access the internet through WiFi connection, participating in many challenging and exciting activities.

The school was recognised with an Excellence Award in Professional Development for the establishment of the Digital Curriculum Platform that delivers access for all staff to exemplary programs supporting quality teaching and learning for our students.

I would like to acknowledge the resilience and strength of the Fairfield Heights Public School learning community and acknowledge the collective responsibility taken by teachers, parents and students in working towards the achievement of the school's improvement targets in literacy and numeracy and the commitment to excellence across all areas of school life.

Mrs Susan Craig

Relieving Principal

School vision

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

School context

Fairfield Heights Public School is a large primary school located in south-western Sydney in the Local Government Area of Fairfield. The school was established in 1952. Our school motto is 'Share and Learn'.

The current school population in 2022 is 775. Cultural diversity is a feature at our school. Ninety-one percent of our students are from language backgrounds other than English. There are thirty five different language backgrounds within the school community comprising 28% Arabic, 27% Assyrian, 10% Chaldean, 5% Vietnamese, and 30% from other groups. Approximately 32% of our students are recognised as coming from a refugee background.

The current NSW FOEI (Family Occupation and Employment Index) for our school is 186 which is higher than the average 100 and the ICSEA (Australian Index of Community Socio-Economic Advantage) is 891 which is lower than the average of 1000, indicating socio-economic disadvantage challenge.

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

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

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

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

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

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

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

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

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

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

Instructional leaders provide tailored, differentiated professional learning and direct numeracy and literacy support

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

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

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

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: $828,964.17
Literacy and numeracy: $86,699.03
AP Curriculum & Instruction: $301,142.00
6101 Carry Forward 2021: $53,600.00
Refugee Student Support: $51,979.35
Integration funding support: $70,772.00
English language proficiency: $10,474.00
Low level adjustment for disability: $310,045.00
QTSS release: $110,314.00
Per capita: $205,175.91

Summary of progress

This year, the school implemented a refreshed digital curriculum platform that provided teachers with a strong instructional framework. The curriculum platform enabled staff to have easy access to core programs, updated scope and sequences, including those for specialist programs such as the Library Literature Program, and links for additional evidenced based programs and resources available in the Universal Resource Hub. The school leadership team designed, monitored and reviewed core programs in light of internal and external student assessment data. The supervision and assessment cycles supported regular review of programs, ensuring that all students were challenged and engaged and that programs led to improved learning. The excellence of the digital curriculum platform was recognised by the Director of Educational Leadership and was shared with senior members of the Department of Education as a model for curriculum delivery. In addition, the curriculum platform was showcased at a Principals' Network meeting and shared with local schools in the network. These opportunities forged strong learning alliances with other schools, which the school plans to expand upon in 2023. During Term 4, the school leadership team collaboratively developed new scope and sequences to meet the requirements of the new K-2 English and mathematics syllabi. Staff engaged in professional learning and data analysis to support this process ensuring the school was set up for successful curriculum implementation in 2023.

Professional learning built teacher and leadership capacity and supported ongoing student improvement in literacy and numeracy. During Semester 1, the Aspiring Leaders received instructional mentorship from the mathematics consultant. These self-identified teachers received regular opportunities to plan and deliver evidence based practices that supported deep understanding of mathematical concepts, resulting in student improvement. Differentiation of teaching and learning programs based on analysis of student data and work samples was a focus of the professional development. During Semester 2, the professional learning in mathematics was adjusted and expanded to address identified need and include mentoring of teachers of grades 2 and 4. Feedback from the leadership team and analysis of data indicated that a more targeted and expanded approach may be required to address some of the gaps identified in student understanding. The impact of the extended lockdowns in the previous two years was evident in both external and internal data. As a result, explicit professional learning was required to build teacher capacity to address these gaps and provide differentiated instruction that included the use of anchor charts. Implementation of a shoulder to shoulder model proved to be most effective, with teachers demonstrating improved practice and students showing skill development. Accessing the expertise of instructional leaders, aspiring leaders and educational consultatnts meant that teachers were provided with opportunities to observe best practice throughout the year.

Data analysis provided the foundation for all teaching and learning programs and professional learning. Instructional leaders led the development of intervention programs and facilitated collaboration within and across grades to support teacher development and build teacher capacity to provide differentiated instruction. Data Talks were expanded in 2022 K-6. Analysis of the resulting data indicated some additional professional learning needs including the further need for

professional development that focuses on explicit reading instruction, particularly for early career teachers, and in effective use of SCOUT and PLAN 2 data to inform grouping and literacy instruction. Instructional leaders mentored teachers in the effective use of data to inform teaching and learning programs. Support timetables were monitored and adjusted regularly where necessary to support the delivery of intervention programs and analysis of resulting data. Lack of available casual staff meant that some activities were not delivered as intended. For example, Planning Days could not be utilised as a means to provide time for collaborative data use and identification of data sources.

The impact of the extended lockdowns became apparent during the year. The school made a collective decision to focus on supporting improved student outcomes for all students, regardless of their level of achievement. To facilitate this, there was a focus on differentiated instruction. This decision was validated by the resulting student data. Whilst the school did not reach the NAPLAN achievement targets for the top two bands, it was recognised by both ACARA and NESA as one of the top twenty high performing schools in NSW.

In 2023, the school will continue to employ evidence based practices that are data driven and designed to improve student learning outcomes. A strong instructional framework will support the systematic and sequential delivery of the curriculum, including the new K-2 English and mathematics syllabi. Implications for 2023, including areas of focus are as follows:

- Implement new K-2 scope and sequences and teaching and learning programs that align with new syllabus requirements.
- Expand intervention programs to include enrichment programs that align with the HPGE policy
- Expand the professional learning model that builds teacher capacity in literacy and numeracy instruction and teacher understanding of new syllabus requirements
- Expand processes of the school to enrich evaluative practices to drive ongoing schoolwide improvement
- Implement school structures that allow for collaborative data analysis and use
- Develop new 3-6 scope and sequences and teaching and learning programs that align with new syllabus requirements

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
Increase the percentage of students achieving in the top two NAPLAN numeracy bands by 4.4%.	NAPLAN scores indicate 14.29% of students achieved in the top two skill bands for numeracy. This was a decrease from the previous year and is a result of the lack of consistent face to face teaching over the past two years. The school has employed strategies to address this issue in 2022 and will continue to expand programs in 2023, including the implementation of enrichment programs.
Increase the percentage of students achieving in the top two NAPLAN reading bands by 4.9%.	NAPLAN scores indicate 28.69% of students achieved in the top two skill bands for reading. Whilst this is a decrease from the previous year, the school remains on target to meet subsequent progress measures.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above 78%.	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.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above 64.4%.	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.
An increase of 2% or more improvement of students in Kindergarten, Year 1 and Year 2 attaining expected levels in literacy and numeracy PLAN2 data for Understanding Texts-Comprehension and Quantifying Numbers.	The target of a 2% improvement in the number of students attaining expected grade levels was met across Kindergarten, Year 1 and Year 2 with the most significant gains evident in Year 1 for both literacy and numeracy.
Value added data from Scout for K-3 and Y3-5 and Y5-7 continues to show Excelling.	NO value added data is available for K-3, Y3-5 or 5-7 in 2022.

| An increase of 2% of students achieving stage outcomes or higher in working mathematically skills (Communicating, problem solving and reasoning) as measured by school based assessment. | The Check-in data used for the 2021 baseline is currently not available in SCOUT , therefore no valid statement can be made regarding this progress measure at this time.

2022 Check-in data indicated that on average 65.36% of Statistics and Probability questions were answered correctly, 55.6% of Number Sense and Algebra questions were answered correctly and 42% of Measurement questions. |
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| An increase of 2% of students achieving stage outcomes or higher in comprehension as measured by school based assessment. | At the conclusion of 2022, an average of 66.42% of students achieved at or above expected exit outcomes in reading comprehension as measured by school benchmarking data. A breakdown of the collated data is as follows: Kindergarten- 53% of students; Year 1- 56%; Year 2- 75%; Year 3- 75%; Year 4- 67%; Year 5-45%; Year 6- 94%

This is an increase of 14.22% on average from the baseline established in 2021. |

Strategic Direction 2: Quality Teaching and Effective Leadership

Purpose

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

Initiatives

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

- Student Centred Leadership
- Professional Growth and Attainment

Resources allocated to this strategic direction

Professional learning: $58,009.00
Socio-economic background: $40,000.00
School support allocation (principal support): $39,407.00
Beginning teacher support: $91,302.00

Summary of progress

Analysis of system, school and classroom data was used to inform decision making that supported both the ongoing development of teachers and improvement in student learning outcomes. Effective administrative practices underpinned and supported student learning and wellbeing. The school leadership team led the development and implementation of a whole school plan for professional development that included clear and explicit links to the School Plan and the Professional Teaching Standards, encompassing all levels of accreditation.

There was a strong focus on building leadership opportunities with teacher leaders, middle leaders and senior leaders engaging in professional learning across an expanding number of contexts. School leaders expanded professional networks with other schools and shared their expertise in a variety of professional contexts. The school was recognised for its outstanding Professional Learning Program winning an Excellence Award at the 2022 Australian Education Awards. Distributive leadership was a focus of professional learning with school structures and initiatives providing opportunities for skill development at all career levels. The Aspiring Leaders Initiative was expanded in 2022 with self identified teachers receiving mentoring in evidence based pedagogy for the teaching of mathematics. The leaders demonstrated improved practice with a growing understanding of Socratic questioning techniques that support the development of deep levels of understanding. Aspiring leaders also provided professional learning to early career teachers that focused on differentiated reading instruction. Due to time and staffing constraints, this aspect of the program could not be expanded to include instructional rounds.

The school leadership team promoted a culture of evaluative thinking and reflective practice with collaborative analysis of data supporting decision making and professional learning. Grade teams built collegiality and ensured teaching and learning programs remained dynamic and responsive to student need. These team structures provided a framework for an integrated approach to the development of quality teaching practices, curriculum planning and delivery, and continuous tracking of student progress and achievement. The appointment of Assistant Principals Curriculum and Instruction (APCI) supported and expanded opportunities for distributive leadership. Instructional leaders mentored newly appointed APCIs to implement and monitor intervention programs that addressed student need and led reflective practices in the form of data talks. Whilst these data talks have built teachers' data literacy skills, there remains room for further development in this area. Proposed teacher Planning Days for the further development of collaborative data skill development were not implemented due to shortages with casual staff. The evaluative thinking teams established during Term 4 supported careful evaluation of school initiatives, fostering evaluative habits. As members of grade and SIP teams, teachers deepened their understanding of school targets, initiatives and activities. The capturing of staff voice through these team structures and evaluative practices expanded each leader and each teacher's sphere of influence. Summative evaluations were presented at the annual Staff Development Days and were used to inform forward planning.

In 2023, the school will expand professional learning programs both within and beyond the school context to provide mentoring support that ensures ongoing development and improvement for all teachers. Implication for 2023, including areas of focus are as follows:

- Expansion of Aspiring Leadership Initiative to provide teachers with opportunities to work within activities, supporting the school's strategic directions
- Aspiring Leaders mentoring program to include regular meetings/professional learning to build leadership capacity

- Expand Aspiring Leadership Initiative to include inter school mentoring to build leadership capacity
- Expansion of teacher induction program to include teacher mentors, building instructional leadership across the school
- Expansion of the role of the Assistant Principals C & I to align with renewed role statement and identified staff and student need
- Maintain and expand teams to support evaluative thinking and reflective decision making

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Staff will evaluate the school to be at Sustaining and Growing in two or more themes within the element of 'School leadership teams enable professional learning' as measured against the High Impact Professional Learning School Self-Assessment Tool.	The school has been measured, using the High Impact professional Learning School Self Assessment Tool, as Excelling in the two of the three themes within the element of 'School leadership teams enable professional learning' and as Sustaining and Growing in the theme of 'Knowledge sharing and thought leadership is facilitated'. The school has exceeded this target.
Staff will evaluate the school to be at Sustaining and Growing in two or more themes within the element of 'Professional learning is continuous and coherent' as measured against the High Impact Professional Learning School Self-Assessment Tool.	The school has been measured, using the High Impact professional Learning School Self Assessment Tool, as Excelling in the two of the three themes within the element of 'Professional Learning is continuous and coherent' and as Sustaining and Growing in the theme of 'Establish Link between professional Learning and school improvement. The school has exceeded this target.

Strategic Direction 3: Student Wellbeing: Connect, Succeed, Thrive and Learn

Purpose

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

Initiatives

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

- All Students Matter
- Highly Engaged, Future Focused Learning

Resources allocated to this strategic direction

Aboriginal background: $12,405.00
6101 Carry Forward 2021: $104,000.00
QTSS release: $50,460.00
Socio-economic background: $431,035.93

Summary of progress

The return to full time face to face teaching and the gradual removal of COVID restrictions have enabled the school to make great strides in building positive community partnerships this year. The school continued to use a range of digital communication options including emails, texts and the school website to ensure parents and carers were informed. The 2022 TTFM Parent Survey indicated that parents have found these means of communication effective. Membership of the P & C continued to expand throughout the year and attendance at meetings steadily increased. The employment of a Community Liaison Officer who provided translations, has significantly improved communication and supported parents to communicate concerns, seek clarification and/or contribute at these meetings. A culture of mutual respect has been established and strong educational partnerships have been forged. The refreshed newsletter was received positively by the community and has showcased class activities and experiences.

Aboriginal Education programs and initiatives were expanded throughout the year. Attendance at professional learning by staff at all leadership levels and the school's membership of the AECG supported the implementation of examples of best practice in Aboriginal Education. Students now have an understanding of 'country' and its significance to Aboriginal people and have each developed their own Acknowledgement of Country for presentation at school assemblies and inclusion in the school newsletter. The Yarning Circles proposed in 2021 were installed in Term 4, supporting a culturally inclusive school environment. Delays with installation meant that the planned opening ceremony has been moved to 2023.

Employment of refined practices for the monitoring of attendance has resulted in early intervention for students of concern including access to additional departmental resources where required. A better understanding of departmental attendance monitoring procedures and resulting data enabled the leadership team to 'drill down' and identify trends or areas of concern. Partial attendance including late arrivals and early leavers was identified as a key area of concern that had significant impact on attendance rates. Individual student data and reports were used as a foundation for parent/teacher interviews and enabled parents to better understand the educational impact of frequent partial absences. Increased attendance at parent meetings such as the P & C meetings provided forums for the educating of parents regarding the importance of regular attendance and punctuality. Whilst the percentage of students attending more than 90% of the time has not shown significant improvement, the identification of partial absences as a barrier to achieving this goal and the subsequent employment of targeted strategies, has resulted in rising attendance rates throughout the year. Changing and often conflicting messages around COVID health recommendations also impacted upon student attendance.

The STEAMd program was expanded in 2022 to include students from K-2. Effective mentoring from the STEAMd teacher in 2021 built teacher capacity and confidence and enabled some classroom teachers to teach the programs independently. This 'gradual release of responsibility' approach to professional learning freed up time for the STEAMd teacher and supported the expansion of the program to include younger students. During 2022, the STEAM classroom was established. This dedicated learning space supported efficient and equitable use of ICT resources and fostered high levels of student engagement. Skill level of both staff and students continued to improve with ongoing use of Google classroom and Google suite to develop and deliver teaching and learning activities.

The school's HPGE program continued to expand. Collation of student performance and achievement data across the physical domain improved signifcantly. The school has identified a need to resume some of the initiatives across the creative, physical and emotional domains in 2023 that were affected by COVID restrictions. The removal of these restrictions or barriers will enable the school to resume and expand these opportunities for students.

Inclusion of all students remained a school priority and is embedded in all aspects of school life. The Learning Support Teams, along with the school leadership team, led the monitoring of all student learning needs and provided a coordinated approach that supported inclusion for all students. The school reviewed and updated counsellor referral processes to ensure that there was a logical and supportive structure for students with special learning needs. Collaborative and respectful partnerships established with parents and carers, along with external providers and professionals, resulted in the development of targeted and individualised learning plans for students with particular learning needs. Access requests completed by the Learning Support Team enabled identified students to have access to specialised staff, additional funding and, where applicable, alternated educational contexts.

In 2023, the school will continue to prioritise student wellbeing and build positive and respectful relationships across the school community. Implications for 2023, including areas of focus are as follows:

- expansion of Aboriginal Education programs K-6
- continue to refine communication strategies that build educational partnerships including the installation of school signage
- continue to build positive educational partnerships with parents and carers through special events including information afternoons, P & C meetings
- expand HPGE across all domains, assigning a coordinator for each
- continue to build teacher capacity to integrate ICT and critical thinking skills into a variety of contexts
- continue to expand the use of student voice to inform school activities and initiatives
- implement education programs that focus on attendance

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
Increase the percentage of students attending 90% of the time to equal or exceed 81.6%.	This target has not been achieved, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19. As at December 2022, 53.50% of students attended 90% of the time or more. The school continues to work towards achieving this goal.
School is at Sustaining and Growing in at least two themes in the elements of Wellbeing and Learning Culture as measured by the school excellence framework.	Self- assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in three of the four themes within the element of Wellbeing and as Excelling in the Behaviour theme. Self- assessment against the School Excellence Framework shows the school currently performing at Excelling in two of the three themes within the element of Learning Culture and as Sustaining and Growing in the third. The school has exceeded this target.
In the key dimension of Connecting Learning at Home and at School, the school is at Building as measured by the School- Assessment Tool.	The school has measured as 'building' in all four elements of effective practice in the key dimension of Connecting Learning at home and at school as measured against the School Assessment Tool. The school has achieved this target.
An increase of 3% (from the baseline) of students indicating they are challenged and engaged in their learning as measured in The Tell Them From Me survey.	The results from the 2022 Tell Them From Me Survey indicate that 40% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge, 36% of students were confident in their skills but did not find classes challenging, 14% of students were not confident of their skills and found English or Maths challenging, and 10% of students lacked confidence in their skills and did not feel they were challenged. There was a 5% decrease in the number of students with high skills and

An increase of 3% (from the baseline) of students indicating they are challenged and engaged in their learning as measured in The Tell Them From Me survey.	high challenge. These students maintained confidence in their skills but indicated they were not challenged in their learning.

Funding sources	Impact achieved this year
Refugee Student Support $51,979.35	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Building a Coherent Instructional program • Differentiated teaching in Literacy and Numeracy that maximises student achievement **Overview of activities partially or fully funded with this targeted funding include:** • employment of additional staff for targeted student support • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds • employment of a bilingual SLSO to support students in their learning and families to forge strong educational partnerships **The allocation of this funding has resulted in the following impact:** - ongoing support for refugee students in literacy and numeracy. - ongoing support for families of refugee students. - differentiation is evident in class programs and EAL/D specialist programs. - acquisition of quality resources to support differentiated instruction. - establishment of additional classes to support targeted and specialised instruction. - growth in parent support groups such as the P & C due to the regular provision of an interpreter at meetings. **After evaluation, the next steps to support our students will be:** - maintain in class support programs in literacy and numeracy - maintain specialised language classes for New Arrival students - ongoing professional learning for teachers that focuses on quality literacy instruction and explicit teaching - maintain the services of a bilingual SLSO to continue to build strong educational partnerships
Integration funding support $70,772.00	Integration funding support (IFS) allocations support eligible students at Fairfield Heights Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiated teaching in Literacy and Numeracy that maximises student achievement **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in the following impact:** - all eligible students demonstrating progress towards their personalised learning goals - the implementation of ongoing support programs in literacy and numeracy - improved outcomes in literacy and numeracy, resulting in an increase in the number of students reaching expected grade outcomes **After evaluation, the next steps to support our students will be:** - continue the implementation of targeted programs that meet the needs of students who require additional support in literacy and numeracy - provision of ongoing professional learning led by instructional leaders that

Integration funding support $70,772.00	supports differentiated instruction and meets the new syllabus requirements - review and expansion of data talks to include grade data days for intensive data analysis and development of targeted small group and individualised programs
Socio-economic background $1,300,000.10	Socio-economic background equity loading is used to meet the additional learning needs of students at Fairfield Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Building a Coherent Instructional program • Differentiated teaching in Literacy and Numeracy that maximises student achievement • Student Centred Leadership • Professional Growth and Attainment • All Students Matter • Highly Engaged, Future Focused Learning **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services including allocation of additional staff to deliver quality literature programs and purchasing of literature resources • professional development of staff through the establishment of instructional leadership positions to build teacher expertise and support student learning • employment of additional staff to reduce class sizes and support improved student outcomes. • expansion of ICT programs including the STEAMd initiative • additional technology resourcing to support authentic integration of ICT **The allocation of this funding has resulted in the following impact:** - 28.5% of Year 5 students and 57% of Year 3 students achieving in the top two bands in NAPLAN, exceeding both State and SSSG - percentage of students achieving in the top two bands in NAPLAN in Numeracy (Year 3), Grammar (Years 3 and 5), Reading (Year 3) , Spelling (Years 3 and 5) exceeding SSSG - school means exceeding state norms in each of the Eight Drivers of students Learning and the Four Dimensions of Classroom and School Practices in the TTFM 'Focus on Learning' Teacher Survey - establishment of a dedicated learning space for STEAM initiative - authentic integration of ICT through the implementation of quality STEAM programs - distributed leadership across the school that supports professional growth and drives improved student outcomes **After evaluation, the next steps to support our students will be:** - to continue to expand tiered leadership programs that are tailored to support teachers at all career levels - to continue to provide high impact professional learning to improve literacy and numeracy outcomes for students - build collaboration through the expansion of teacher mentoring programs that build relational trust and support teacher well being - build teacher data literacy skills to support the development of differentiated literacy and numeracy programs - establish mentoring partnerships that support teachers to develop ICT capabilities and embed these skills into their practice
Aboriginal background $12,405.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fairfield Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.

Aboriginal background $12,405.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • All Students Matter **Overview of activities partially or fully funded with this equity loading include:** • appointment of a Deputy Principal (higher duties) to lead whole school initiatives and build cultural awareness • community consultation and engagement to support the development of cultural competency • professional learning of staff to build cultural understanding **The allocation of this funding has resulted in the following impact:** - 100% of Aboriginal students demonstrate achievement in their goals within their Personalised Learning Pathways - Personalised Learning Pathways developed and evaluated in consultation with parents and carers - TTFM Primary 2022 Survey indicating that 51% of Aboriginal students feel good about their culture when they are at school - TTFM Primary 2022 Survey indicating that 63% of Aboriginal students feel that their teachers have a good understanding of their culture. This is an increase of 13% from the previous year - The installation of two Yarning Circles where stories are shared and relationships built - authentic implementation of Acknowledgement of Country at all meetings and gatherings - authentic implementation of collaboratively developed class Acknowledgement of Country at each assembly **After evaluation, the next steps to support our students will be:** - to continue to build teacher capacity to effectively embed Aboriginal Education in all classrooms - to review core programs to embed Aboriginal perspectives and promote cultural understanding - to continue to strengthen the school's Aboriginal Education Committee to support Aboriginal students and their families and their families and expand the school's Aboriginal Education programs - maintain involvement in the Fairfield Aboriginal Education Collaboration Network Initiative - development of a school Acknowledgement of Country - Installation of signage for the Yarning Circle and additional flags to acknowledge the original owners of the land and promote cultural awareness
English language proficiency $10,474.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Fairfield Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiated teaching in Literacy and Numeracy that maximises student achievement **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in the following impact:** - Intensive English Language and learning support to increase educational outcomes for students - Employment of additional staff for targeted student support - The development and implementation of differentiated class programs and

English language proficiency $10,474.00	EAL/D specialist programs. - Ongoing monitoring of assessment results of EAL/D students in literacy and numeracy across assessment cycles every five weeks to ensure continued improvement in student learning outcomes. **After evaluation, the next steps to support our students will be:** - to continue to build teacher capacity to cater for the learning needs of students from EAL/D backgrounds - to continue to monitor the progress of EAL/D students - to build community partnerships to support EAL/D students through parent workshops and targeted support for refugee families.
Low level adjustment for disability $310,045.00	Low level adjustment for disability equity loading provides support for students at Fairfield Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiated teaching in Literacy and Numeracy that maximises student achievement **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • additonal Assistant Principals higher duties to lead and support teachers to differentiate the curriculum, and develop resources and classroom activities to support students with additional learning needs • employment of additional staff to reduce teacher/student ratio and support explicit and differentiated instruction **The allocation of this funding has resulted in the following impact:** - A more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. - Expansion of learning support programs through the employment of learning support staff for each grade - 2.92% less Year 3 students in the bottom two bands in NAPLAN Reading - 0.8% less Year 3 students in the bottom two bands in NAPLAN Writing **After evaluation, the next steps to support our students will be:** - to provide additional support for identified students through the employment of trained SLSOs. - to employ a Community Liaison Officer to support students and their families - to expand the impact of the Learning Support Team initiatives.
Professional learning $58,009.00	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 Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Centred Leadership **Overview of activities partially or fully funded with this initiative funding include:** • development of a whole school professional learning planned that is clearly aligned to school priorities and linked to the Professional Teaching Standards • building collegiality and teacher capacity through mentorship programs including those for Early Career teachers **The allocation of this funding has resulted in the following impact:**

Professional learning $58,009.00	- 100% of staff participate in professional learning that is linked to school priorities - 100% of staff have developed individualised professional goals designed to build expertise - 100% of staff receive feedback from supervisors or mentor teachers regarding their practice and professional goals - All staff work as members of collaborative teams in order to share practice and build expertise **After evaluation, the next steps to support our students will be:** - development of a professional learning plan for 2023 that is aligned to school priorities and designed to meet the needs of students - to continue to build professional learning alliances within the school and across the network in order to build teacher capacity to improve student outcomes - to maintain team based structures in order to support a collaborative culture - provide regular time for collaborative analysis of data and planning - establishment of curriculum teams to support the implementation of the new English and Mathematics Syllabuses
Literacy and numeracy $86,699.03	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Fairfield Heights Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Building a Coherent Instructional program • Differentiated teaching in Literacy and Numeracy that maximises student achievement **Overview of activities partially or fully funded with this initiative funding include:** • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • engagement of Mathematics consultant to provide instructional mentorship in quality teaching in numeracy **The allocation of this funding has resulted in the following impact:** - explicit teaching of problem solving skills in numeracy - building of teacher expertise in the teaching of numeracy - increased professional learning opportunities for staff through distributive leadership evident in the Aspiring Leaders mentor program **After evaluation, the next steps to support our students will be:** - engagement of mathematics consultant to support the implementation of the new K-2 Mathematics syllabus - continue to expand instructional mentorship through distributive leadership programs - maintain access to online resources to support quality teaching in literacy and numeracy
QTSS release $160,774.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fairfield Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiated teaching in Literacy and Numeracy that maximises student achievement • All Students Matter **Overview of activities partially or fully funded with this initiative**

QTSS release $160,774.00	**funding include:** • additional teaching staff to implement quality teaching initiatives • additional staffing to support staff collaboration in the implementation of high-quality curriculum • appointment of Deputy Principal (higher duties) provided to support specialist programs and initiatives including Aboriginal Education and HPGE programs • Establishment of grade teams, led by expert staff, to foster collaborative relationships and build teaching expertise • differentiated programs in literacy and numeracy to support all students to improve **The allocation of this funding has resulted in the following impact:** - Year 3 students' average score in NAPLAN exceeding SSSG in Reading, Writing, Spelling and Language Conventions - Year 5 students' average score in NAPLAN exceeding SSSG in Reading, Writing, Spelling, Language Conventions and Numeracy - Year 3 students' average Spelling and Writing scores exceeding that of the State - Year 5 students' average Writing scores exceeding that of the State **After evaluation, the next steps to support our students will be:** - to continue to build teacher capacity to design and deliver quality programs - to maintain grade team structures to provide mentorship and professional feedback - to continue to build teacher capacity to cater for the diverse needs of all students including HPGE, Aboriginal students and those from non English speaking backgrounds
COVID ILSP $546,929.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy including in reading comprehension, writing and grammar, reading fluency, problem solving, place value and number • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] **The allocation of this funding has resulted in the following impact:** - 118 students receiving small group instruction in literacy/numeracy in Tuition Cycle 1- there were adjustments to some programs in this cycle. Reading comprehension interventions that taught explicit comprehension skills were most successful. 76% of Year 3 students improved their reading benchmark scores by as many as four levels. - 112 students received small group instruction in literacy/numeracy in Tuition Cycle 2. 100% of students participating in the reading fluency program improved their fluency rates. - 143 students receiving small group instruction in literacy/numeracy in Tuition Cycle 3. The grammar and sentence building programs implemented across three of the grades also proved very successful, with 100% of students improving both their knowledge of the grammatical components contained within a sentence, and their capacity to construct a range of accurate sentences. - 86 students receiving small group instruction in literacy/numeracy in Tuition Cycle 4. 80% of students participating in the numeracy intervention in Year 6 made gains with 100% of students participating in the Year 5 intervention improving. 100% of students participating in the reading fluency program improved their fluency rates.

| COVID ILSP

$546,929.00	**After evaluation, the next steps to support our students will be:** - to continue the implementation of literacy and numeracy small group tuition using data sources and teacher judgement to identify student need. - to continue to monitor student progress as students transition to class programs by extending the use of PLAN2 data across K-6. - to continue to build teacher capacity to use a variety of data sources to identify student need and monitor student progress.

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	497	474	430	408
Girls	485	433	382	375

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	93.0	90.8	90.4	86.4
1	92.1	92.7	92.0	84.9
2	93.4	89.1	93.1	86.6
3	93.1	90.2	91.4	86.1
4	93.8	90.1	92.9	87.3
5	91.7	90.5	91.6	88.6
6	91.7	89.7	92.1	86.6
All Years	92.7	90.4	92.0	86.8
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)	2
Assistant Principal(s)	6
Classroom Teacher(s)	29.84
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
Teacher ESL	6
School Counsellor	1
School Administration and Support Staff	5.67

*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	2,512,238
Revenue	9,866,842
Appropriation	9,774,937
Sale of Goods and Services	52,476
Grants and contributions	17,988
Investment income	21,142
Other revenue	300
Expenses	-9,802,992
Employee related	-8,888,829
Operating expenses	-914,163
Surplus / deficit for the year	63,850
Closing Balance	2,576,088

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

Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	158,403
Equity Total	2,322,516
Equity - Aboriginal	12,405
Equity - Socio-economic	1,300,000
Equity - Language	700,000
Equity - Disability	310,112
Base Total	5,398,506
Base - Per Capita	205,176
Base - Location	0
Base - Other	5,193,330
Other Total	848,105
Grand Total	8,727,530

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Parent/caregiver, student, teacher satisfaction

- Each year schools are required to seek the opinions of parents/caregivers, students and teachers about the school.
During 2022, our school participated in the various **Tell Them From Me** (TTFM) surveys for students, teachers and parents and caregivers.

  - TTFM Student Survey

  - TTFM 'Focus on Learning' Teacher Survey

  - TTFM 'Parent Participation' Survey

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

Aspects of each survey are listed below.

Tell Them From Me Student Survey

School Outcomes and School Climate- Drivers of Student Outcomes

- Effective Learning Time School Mean 7.6 ; NSW Govt Norm 8.2

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

- Advocacy at School - School Mean 7.2; NSW Govt Mean 7.7

- Positive Learning Climate- School Mean 7.0; NSW Govt Norm 7.2

- Expectations for success- School Mean 8.2; NSW Govt Norm 8.7

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

- Leadership School Mean 8.6; NSW Govt Norm 7.1

- Collaboration - School Mean 8.5; NSW Govt Norm 7.8

- Learning Culture 8.7; NSW Govt Mean 8.0

- Data Informs Practice - School Mean 8.5; NSW Govt Norm 7.8

- Teaching Strategies- School Mean 8.7; NSW Govt Norm 7.8

- Technology- School Mean 7.8; NSW Govt Norm 6.7

- Inclusive - School Mean 8.7; NSW Govt Norm 8.2

- Parent Involvement- School Mean 7.3; NSW Govt Norm 6.8

Tell Them From Me 'Partners in Learning' Parent Survey

- Parents Feel Welcome - School Mean 8.2; NSW Govt Norm 7.4

- Parents are Informed - School Mean 7.9; NSW Govt Norms 6.6

- Parents Support learning at home- School Mean 7.1; NSW Govt Norm 6.3

- School Supports Learning - School Mean 8.3; NSW Govt Norm 7.3

- School Supports Positive Behaviour- School Mean 8.1; NSW Govt Norm 7.7

- Safety at School - School Mean 8.2; NSW Gov Norm 7.4

- Inclusive School- School Mean 8.1; NSW Govt Norm 6.7
- **People Matte**r Employee Survey indicates that 85.51% of staff have confidence in the decisions management makes
- **People Matter** Employee Survey indicates that 81.54%of staff feel a strong attachment to their organisation
- **People Matter** Employee Survey indicates that 85.51% of staff receive the training they need to do their job, an increase of 10.51% from the previous year

Some areas for focus in 2023 include:

- continue to build student access to extra curricular activities both within and beyond the school
- continue to build educational partnerships between the school and other schools and between the school and parents
- continue to expand opportunities for parent involvement in school activities
- expand opportunities for student leadership and advocacy

Refer to help text (?) for advice on this section

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.