

2023 Annual Report

Fairy Meadow Public School



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Introduction

The Annual Report for 2023 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.

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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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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	Delivering
LEADING: School resources	Excelling
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

Professional learning
Refugee Student Support
New Arrivals Program
English language proficiency
Low level adjustment for disability
Integration funding support
QTSS release

Summary of progress

In 2023, in this strategic direction, our work focused on supporting teachers to effectively enact in K-2 and engage with in 3-6, the new NSW syllabi in English and Mathematics. To complement this work, we also focused on the evaluation of the whole school data plan K-6 and refinement of assessment, to support the new curricula.

In Semester One, the Assistant Principal Curriculum and Instruction (APCI) supported a implementation method of Curriculum Reform time that allowed for individualised support for each teacher within the school. Upon review, in Semester Two Curriculum Reform was modified and became a stage-based approach that reflected initiatives and areas of need. Executive staff led Curriculum Reform time each week with Stage Teams, collaboratively engaging in professional learning, reflecting on and evaluating current teaching and learning programs and exploring evidence-based research and resources as they were released.

The APCI, supported by the executive, facilitated professional learning and developed an implementation for decodable readers. Class teachers, Learning and Support teachers and School Learning and Support Officers effectively utilised decodable readers and supporting resources in all K-2 classrooms. Assessment of reading in K-2 was through Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This assessment provides educators with standards for gauging the status and progress of all students. The grade specific subtests measured critical skills and abilities that are necessary for reading success, offering both benchmark and progress-monitoring that inform teachers to differentiate teaching to students' point of need.

Additionally, DIBELS was trialled in Stage 2 as a complementary reading assessment. In addition to internal assessments outlined in the school data plan, Stage 2 and 3 undertook Check In and NAPLAN.

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 across 3-6 staff. Stage 2 and 3 have developed a mathematics scope and sequence and teaching and learning programs ready for implementation in 2024. Stage 2 have begun aligning previously developed English units with the new syllabus.

In 2024, K-6 will continue to use the units of work developed, evaluating and analysing implementation and data collected to ensure continued focus and effectiveness. There will be continued work in the refinement of K-6 teaching and learning programs, assessment and data collection moving towards a more consistent approach across the school.

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
Student achievement P-6 is captured and monitored using internal measures.	Various tools were used to capture student achievement data from P-6.
Students will demonstrate growth in reading using internal data sources.	<p>In K-2, 76% of students demonstrated growth at or above the internal school benchmark. The benchmark was developed utilising research-based resources (Australian Decodables and DIBELS for phonics and reading progression judgement).</p> <p>100% of Year 3 and 4 students achieved growth in reading: including decoding strategies and comprehension, as evidenced in PROBE assessment results.</p> <p>100% of Year 5 and 6 students achieved growth in reading: including decoding strategies and comprehension, as evidenced in PROBE assessment results.</p>
Student progress and achievement in reading on external measures exceeds that of SSSG and state average.	<p>As transition occurs to NAPLAN being reported against 4 proficiency standard levels in 2023, comparative data is not available.</p> <p>In Year 3 in 2023, 2% of students 'needs additional support', 38% of students were 'developing', 48% of students were 'strong' and 12% of students were 'exceeding' in Reading. Using Check In data, 54% of the cohort achieved at our above in comparison to SSSG and state average and 46% achieved below SSSG and state average.</p> <p>In Year 5 in 2023, 14.2% of students 'needs additional support', 16.6% of students were 'developing', 54.7% of students were 'strong' and 16.6% of students were 'exceeding' in Reading. Using Check In data, Year 6 students have consistently performed above similar schools in 2022 and 2023 in Reading. Students were 1.7% above 2022, growing to 3.8% above in Term 2 and 2.2% above in Term 3, similar schools in 2023.</p>
Student progress and achievement in numeracy on external measures exceeds that of SSSG and state average.	<p>As transition occurs to NAPLAN being reported against 4 proficiency standard levels in 2023, comparative data is not available.</p> <p>In Year 3 in 2023, 9% of students 'needs additional support', 35% of students were 'developing', 51% of students were 'strong' and 5% of students were 'exceeding' in Numeracy. Using Check In data, 53% of the cohort achieved at our above in comparison to SSSG and state average and 47% achieved below SSSG and state average.</p> <p>In Year 5 in 2023, 9.5% of students 'needs additional support', 38% of students were 'developing', 45.2% of students were 'strong' and 7.1% of students were 'exceeding' in Numeracy. Using Check In data, Year 6 students demonstrated growth in Numeracy between 2022 and 2023. In Term 4 of 2022 students were below similar schools. In 2023, students were 3.4% above similar schools in Term 2, and 2.5% above in Term 3.</p>
Students will demonstrate growth in numeracy using internal data sources.	K-6 students have demonstrated growth in Numeracy from internal, grade specific data sources.

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

Summary of progress

2023 brought a change in school leadership with the appointment of a new principal, pending appointment of a Assistant Principal K-2 and numerous relieving Assistant Principal positions. With this, the planned approach to creative and critical thinking within this strategic direction, changed. This resulted in the movement away from the 4C pedagogy and professional learning, the Disposition Wheel and 4C strategies.

In 2023, systematic processes were reviewed to further enhance consistency for students, staff and parents/carers. Expectations were regularly communicated through school newsletters and communication meetings. The School Administrative Officer and Assistant Principal Attendance supported staff across the school to implement the schools attendance procedures effectively. These procedures were also reviewed to align with policy and the implementation of Schoolbytes. The use of this system enabled: a streamlined system of providing options to parents/carers to explain absences, in addition to increased accuracy in attendance data collection and tracking. Attendance data was regularly analysed and individualised and whole school approaches demonstrated improved attendance rates for students. We celebrated regular and improved attendance through our merit award system. In 2024, professional learning for all staff will occur on supporting student attendance and school refusal. This will support the future development of enhanced strategies to support student attendance.

In 2023, 3-6 students participated in Tell Them From Me surveys. Staff analysed this data and determined a focus on P-6 student voice was required to elicit stronger feedback in the area of wellbeing. The executive team developed a series of questions around key themes driven by the Wellbeing Framework, and conducted focus group sessions across mainstream and support settings. The initial analysis of this data indicated that students felt valued and made positive relationships at school. In 2024, this student voice data along with Tell Them from Me, will continue to be analysed, drawing conclusions to guide our school planning

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance Increase the percentage of students attending more than 90% of the time from 62.6% to 70%.	In 2023, attendance data in K-6 indicates that all grades yearly attendance rates sit between 88.24% and 91.35%. In 2023, 64.51% of students attended 90% of the time or more.
Proportion of students reporting positive sense of belonging at school is equal to or exceeds Tell Them From Me NSW state norm.	Tell Them from Me data shows 82.19% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress toward the lower bound target.

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

Socio-economic background

Integration funding support

Aboriginal background

New Arrivals Program

Summary of progress

In 2023, the Living classroom program continued and was strengthened through the development of a student body 'Garden Ambassadors' process and procedures. The continuation of employment of a mentor one day per fortnight to support teaching and learning in living classroom continued as well as the release of a classroom teacher 1 day per fortnight to support the program and students. The progression towards the living classroom becoming a whole school, embedded classroom practice has begun. A classroom teacher has begun the planning phase of living classroom programs for P-6, to support science, geography, literacy and numeracy programs.

Our school's partnership with the University of Wollongong (UOW) continued in 2023 beginning with a collaborative decision to modify the program to become more efficient and purposeful for both the supervising, cooperating and demonstrating teachers and pre-service students. This approach was based in facilitating a more practical approach to demonstration lessons that enabled pre-service teachers to develop skills and experience a wider variety of the aspects of classroom teaching inclusive of; live programming, behaviour management and the teaching-learning assessment cycle. We facilitated pre-service teachers from the EDPD201 subject but did not host EDPD301 students as UOW are reviewing their processes and subject content. .

This year we received the highest number of parent and carer contributions to the TTFM survey, with ** surveys completed. The Principal and APCI analysed the parent and carer survey response data and presented the data to staff on the Staff Development Day. The purpose of presenting the data to staff was to gain insight, find common themes, discuss arising feedback and to inform future direction and planning. Furthermore, all staff then completed a survey that was developed by the Executive team based from initial staff feedback of the TTFM responses and Principal 'pulse checks' to gain further specific and detailed data.

The executive team value the importance of capturing Student voice to inform future directions and initiatives. The team developed questions that aligned to three areas of Curriculum, Pedagogy and Practice and Well-being. Assistant Principals developed a consistent stage and student ability based process to ask questions of our student body. The data was collated and themes within students answers have been summated to discuss as an Executive to drive the next School Improvement Plan.

The Principal, who was newly appointed in 2023, held a parent-carer meet and greet session. In this session he facilitated parents and carers openly discussing their wants and future directions for our school. From this he was able to develop and Parents and Carers Association steering committee that met throughout Semester 2. This resulted in the official reestablishment of a P&C, with roles and responsibilities being auctioned which resulted in a P&C committee for 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Tell Them From Me survey data uplift in the following areas:</p> <ul style="list-style-type: none"> • parents are informed • parents feel welcome • school inclusivity 	<p>Tell Them from Me parent survey data shows 83% of parents are informed.</p> <p>Tell Them from Me parent survey data shows 73% of parents feel welcome.</p> <p>Tell Them from Me parent survey data shows 96% of parents feel the school is inclusive.</p>
<p>Internal data is used comparatively with Tell Them From Me and highlights improved parent/carer satisfaction in whole school communication, inclusivity, and feeling welcome within and by the school.</p>	<p>Self-assessment against the School Excellence Framework in the theme of Community Satisfaction shows the school currently performing at Sustaining and Growing.</p>
<p>An internal review process between the University of Wollongong School of Education and Fairy Meadow Demonstration School highlights success measures and future opportunities for strengthening partnerships to improve the quality of teaching and learning.</p>	<p>In 2023, a range of demonstration lessons and practicums occurred. There was no formal review undertaken in 2023, however staff feedback in surveys aligned to the School Excellence Framework indicated the need for evaluation and refinement.. This included strengthening effective classroom practices. In 2024, a more collaborative approach to reviewing the program will be undertaken between the school and the University to ensure its longevity and effectiveness.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$751.60</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact: Improved literacy and numeracy acquisition for targeted students.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to engage suitably qualified and experienced staff to prioritise support for students.</p>
<p>New Arrivals Program</p> <p>\$19,731.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Fairy Meadow Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices. • Inclusive Community Partnerships <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Targeted support for newly arrived students at our school.</p> <p>After evaluation, the next steps to support our students will be: Continued support through our EALD teacher and individual case management through the school's Learning Support Team structures.</p>
<p>Integration funding support</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices. • Inclusive Community Partnerships <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • additional release for individual case conferences, PLP's and professional learning opportunities • consultation with external providers and the team around us <p>The allocation of this funding has resulted in the following impact: PLP's developed and implemented in consultation with students and families. Classroom teachers and SLSO's implemented the plans and</p>

<p>Integration funding support</p>	<p>evaluated regularly throughout the year to determine achievement of goals and to establish new goals as required. School procedures relating to the LST continued to be implemented effectively and their was effective communication with and between all stakeholders.</p> <p>After evaluation, the next steps to support our students will be: continuing to support our students to achieve their personal learning goals. We will continue to work effectively with external agencies following the schools updated external providers process. Staff will undertake high impact professional learning in the effective writing of support plans for students in early 2024 to ensure a common understanding of requirements.</p>
<p>Socio-economic background</p> <p>\$144,860.92</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Inclusive Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Equity in relation to access to curriculum and extra-curricula opportunities and activities for students experiencing disadvantage. School resourcing, particularly in literacy and numeracy has been targeted and funding has supplemented staffing entitlement to support small group tuition in targeted curriculum areas.</p> <p>After evaluation, the next steps to support our students will be: Continuing to support students through targeted resourcing and employment of staff to support literacy and numeracy acquisition.</p>
<p>Aboriginal background</p> <p>\$24,120.51</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Inclusive Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • the funding of an Illawarra based education company to deliver authentic Indigenous experiences to all Aboriginal students K-6, based on the traditions of the Dharawal nation • staff participation in high impact professional learning including: Connecting to Country • community consultation and engagement to support the development of cultural competency • creation of school literacy resources embedding local language • supported the achievement of students and their families through the Deadly Awards <p>The allocation of this funding has resulted in the following impact: by providing increased opportunities for students to develop an understanding of and respect for Aboriginal and Torres Strait Islander histories, culture and languages. Ensure the full engagement and</p>

<p>Aboriginal background</p> <p>\$24,120.51</p>	<p>participation by Aboriginal students in the curriculum and closing the gap in learning outcomes as identified in PLP's, class programs and assessment data. By incorporating the cultural contexts, values and practices of local Aboriginal communities into the mainstream delivery of education. All staff also engaged in professional learning to develop their own understanding and respect for histories, cultures and languages.</p> <p>After evaluation, the next steps to support our students will be: the employment of a 0.4 Aboriginal Education Officer in 2024 to further support learning. Further opportunities for all students to engage in learning of Aboriginal histories, cultures and languages through effective development and evaluation of teaching and learning programs. Staff will be provided ongoing professional learning opportunities to further develop their knowledge and skill. The establishment of a P and C and by developing relationships with the wider Aboriginal community through AECG attendance for example, communication and collaboration can occur. PLP's will be refined and through collaborative development, we will ensure Aboriginal students achieve their goals.</p>
<p>English language proficiency</p> <p>\$47,388.98</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in the beginning or emerging phase • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: differentiation and coteaching principles were adopted to support students in classrooms. Student data was used to identify needs in class, small groups and or withdrawal support.</p> <p>After evaluation, the next steps to support our students will be: the continuation of an EAL/D teacher to support students with differentiated resources and instruction to meet their needs aligned to whole school and stage programs.</p>
<p>Low level adjustment for disability</p> <p>\$179,640.63</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Students across K-6 have been supported through the employment and engagement of additional Learning & Support Teachers and School Learning Support Officers to facilitate individualised and small group intervention, supporting literacy and numeracy acquisition across all grades.</p>

<p>Low level adjustment for disability</p> <p>\$179,640.63</p>	<p>Funding has enabled FMDS school to support an expanded caseload of students working within individualised data informed programs with regular review in-built to monitor progress and next steps.</p> <p>After evaluation, the next steps to support our students will be: Continued support for students requiring additional assistance to achieve their learning goals through targeted intervention and support through the strategical deployment of funded Learning & Support Teachers and School Learning Support Officers.</p>
<p>Professional learning</p> <p>\$33,722.67</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • course costs for staff undertaking recognised courses • professional development of all staff in effective curriculum implementation to support student learning • supply of resources to support classroom implementation of programs <p>The allocation of this funding has resulted in the following impact: across P-6, staff developed a deeper knowledge and understanding of the English and mathematics syllabi. Staff in K-2 moved into the enacting and embedding phases of the new curriculum implementation, with 3-6 staff engaging with documentation and resources. Feedback indicated that all staff felt more confident in their understanding. Stage 2 and 3 developed a new scope and sequence and teaching and learning programs aligned to the new syllabus, within the school context ready for 2024. Through professional learning on DIBELS (procedures and measures for assessing the acquisition of literacy skills) a K-4 streamlined approach to reading assessment was established. Professional learning was also planned in order to build capacity and improve practice across a range of areas.</p> <p>After evaluation, the next steps to support our students will be: in 2024, 3-6 will trial and evaluate English units within the classroom setting. Mathematics groups will be restructured to incorporate new teaching and learning programs.</p>
<p>Beginning teacher support</p> <p>\$24,922.93</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Fairy Meadow Public School during their induction period.</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • ongoing feedback and support that is embedded in the collaborative practices of the school <p>The allocation of this funding has resulted in the following impact: The allocation of this fund enabled beginning teachers at Fairy Meadow Demonstration School additional time off class to be mentored and supported through relevant professional learning, including programming, timetabling, curriculum implementation.</p> <p>After evaluation, the next steps to support our students will be: In 2024 Beginning teachers will use funding to engage in mentoring/coaching, access professional learning relevant to their PDPs and school priorities and purchase resources which will enable and support their practice.</p>

<p>QTSS release</p> <p>\$77,886.14</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Critical reflection of assessment practices and data analysis. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: QTSS funding has resulted in additional teachers being employed to facilitate intensive programs in literacy and numeracy, predominantly to small groups of students across 3-6.</p> <p>After evaluation, the next steps to support our students will be: In 2024 QTSS funding will again be used to employ additional teachers to provide data informed intervention and support to students in literacy and numeracy across the school.</p>
<p>COVID ILSP</p> <p>\$133,301.55</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition across Stages 1 and 2. • employment of SLSO to support intensive literacy and numeracy lessons working alongside classroom teachers for identified students across Stage 3 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: ALAN data was collected on identified students by LaST's in consultation with classroom teachers indicating growth across all literacy and numeracy outcomes. Specific outcomes were set for individual students within groups and progress monitored regularly through: observations, anecdotal records, class assessments and ALAN data. All students continued to be systematically tracked and data indicated that 100% of students moved along the Literacy and Numeracy progressions. Students who made limited growth were recommended to remain on the LST caseload. LST reviewed the current process for sharing ongoing information on students eg the classroom teacher feedback sheet and ILP's have been refined ready to be provided to staff in 2024.</p> <p>After evaluation, the next steps to support our students will be: that the school Learning and Support Team analyses classroom teacher and LaST feedback from 2023 to determine initial caseload to begin 2024. LST handover sheets provided to staff early in 2024 to enable effective planning for caseload students across academic and wellbeing needs.</p>
<p>Per capita</p> <p>\$100,564.47</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Fairy Meadow Public School</p> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Teacher and executive release from face to face teaching for Stage based/whole school professional learning, planning and assessment.

<p>Per capita</p> <p>\$100,564.47</p>	<ul style="list-style-type: none"> • Curriculum focussed professional learning and planning P-6 <p>The allocation of this funding has resulted in the following impact: School leaders and teachers working collaboratively on stage based and whole school planning, programming, teaching and assessing to embed new curriculum and improve teaching practice leading to improved outcomes for students.</p> <p>After evaluation, the next steps to support our students will be: Per capita funding, after evaluation, will continue to be utilised to enable teachers to work collaboratively to plan, implement and assess new curriculum through 2024.</p>
<p>AP Curriculum & Instruction</p> <p>\$155,088.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum <p>The allocation of this funding has resulted in the following impact: The Assistant Principal Curriculum & Instruction has provided targeted support and professional learning for teachers (K-2) in implementing new curriculum in English and Mathematics. Professional learning for teachers (3-6) was planned and facilitated to support preparedness for new curriculum in 2024.</p> <p>After evaluation, the next steps to support our students will be: The Assistant Principal Curriculum & Instruction will target support through demonstration lessons, targeted high impact professional learning for executive and teachers as well as strategic planning and resourcing for whole school needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	194	189	185	190
Girls	171	160	157	157

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.0	93.6	87.4	90.6
1	92.2	91.2	86.2	89.8
2	91.1	91.0	84.7	91.1
3	93.8	90.7	83.8	89.5
4	92.3	91.3	84.1	89.8
5	92.0	91.4	84.2	88.2
6	94.2	92.9	82.6	90.0
All Years	92.5	91.7	84.7	89.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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
Assistant Principal(s)	6
Classroom Teacher(s)	16.31
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	0.8
School Administration and Support Staff	9.22

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	389,240.17
Revenue	5,570,825.04
Appropriation	5,448,816.22
Sale of Goods and Services	5,613.84
Grants and contributions	109,744.03
Investment income	6,050.95
Other revenue	600.00
Expenses	-5,326,624.93
Employee related	-4,959,211.56
Operating expenses	-367,413.37
Surplus / deficit for the year	244,200.11
Closing Balance	633,440.28

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.

	2023 SBAR Adjustments (\$)
Targeted Total	115,324
Equity Total	396,011
Equity - Aboriginal	24,121
Equity - Socio-economic	144,861
Equity - Language	47,389
Equity - Disability	179,641
Base Total	3,690,884
Base - Per Capita	100,564
Base - Location	0
Base - Other	3,590,320
Other Total	715,121
Grand Total	4,917,340

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

During Semester 2, parents and carers were surveyed regarding their level of satisfaction across a number of areas of school performance. Respondents were overwhelmingly supportive and positive. 166 individual responses were received. 158 of 166 respondents volunteered that their child enjoys going to school each day. A further 150 offered that they believe that their child(ren) are engaged and challenged each day at Fairy Meadow Demonstration School. Parents largely believe that the school's administration processes are smooth and effective (144 of 166) and most (137 of 166) were satisfied with the communication they receive from their child's teacher. 157 of 166 parents surveyed reported feeling as though the school is a happy and caring place to learn.

A concerted effort was made late in 2023 to capture student voice across the school (P-6). Students were surveyed across a broad cross-section of school domains including (but not limited to) Curriculum, Wellbeing and teaching practice. Overwhelmingly, students report being comfortable in talking to and receiving support from at least one nominated member of staff. Students generally reported that their class teachers place a high importance on their learning and expect them to do well. Students across P-6 enjoy cross curricular and extra-curricular opportunities provided by the school, with the Recreational Sport program, Chess Club, Glee Club and the Garden Ambassadors program singled out by most.

Fairy Meadow Demonstration School staff are surveyed regularly through Pulse Checks which capture progress data on staff satisfaction each term and through Tell Them from Me data. Generally staff are satisfied with their roles at Fairy Meadow Demonstration School, highlighting strong community support, collaboration between staff members and enhanced systems and processes to support learning. One area for improvement centres around communication. Whilst improvements in this area have been targeted, there remains some degree of discontent and frustration, particularly around 'in-school' communication. The school leadership team are seeking to improve systems and processes in this area.

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.