

# 2023 Annual Report

## Fairfield Heights Public School



3632

# Introduction

The Annual Report for 2023 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.

## School contact details

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Fairfield Heights Public School  
Station St  
FAIRFIELD, 2165  
<https://fairfieldh-p.schools.nsw.gov.au>  
[fairfieldh-p.school@det.nsw.edu.au](mailto:fairfieldh-p.school@det.nsw.edu.au)  
9724 2254

## Message from the principal

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I would like to acknowledge that Fairfield Heights PS is built on the land of the Darug Nation and acknowledge the Cabrogal people on whose land we live, work and play.

The programs and progress outlined in this report reflect the school community's commitment to educational excellence that empowers every student to be a successful lifelong learner. Fairfield Heights PS continues to highlight our collaborative learning culture focusing on student well-being, innovation in professional learning and the provision of quality teaching programs.

The success of Fairfield Heights PS continues to be underpinned by a dedicated instructional leadership team and a highly professional staff who work collaboratively, and actively participate in significant professional learning to maximise their effectiveness in the classroom, building an engaging and inclusive school culture.

The school has a mix of experienced and early career teachers dedicated to ensuring that every student reaches their full potential through the implementation of quality teaching and learning programs and by forging strong partnerships across our community.

Every student is known, supported and cared for and is encouraged to develop and use their student voice to become active participants in the decision-making processes of the school.

I would like to thank the whole school community for their cooperation and support across all school initiatives and give recognition to the invaluable contribution of our Parents and Citizen's Association.

I am looking forward to working together to meet the exciting challenges that I am sure 2024 will bring to Fairfield Heights PS.

Susan Craig

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 2023 is 720. Cultural diversity is a feature at our school. Ninety-four percent of our students are from language backgrounds other than English. There are forty different language backgrounds within the school community comprising 28% Arabic, 28% Assyrian, 10% Chaldean, 4% Vietnamese, and 30% from other groups.

The current NSW FOEI (Family Occupation and Employment Index) for our school is 180 which is higher than the average 100 and the ICSEA (Australian Index of Community Socio-Economic Advantage) is 896 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 timely 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 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                             | 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                          | Excelling              |
| TEACHING: Professional standards                       | Excelling              |
| TEACHING: Learning and development                     | Excelling              |
| LEADING: Educational leadership                        | Excelling              |
| LEADING: School planning, implementation and reporting | Excelling              |
| LEADING: School resources                              | Excelling              |
| LEADING: Management practices and processes            | Excelling              |

The External Validation panel confirmed the school's Self Assessment using the School Excellence Framework. External Validation was an extremely reflective process and identified some future directions and next steps. These are as follows:

- involve all members of the school community in the development of the new 2024-2027 Strategic Improvement Plan
- continue to involve whole staff to ensure there is a whole-school approach to self-assessment in implementing and evaluating the 2024-2027 Strategic Improvement Plan, for example Reflect and Reset Teams
- to continue to build leadership capacity in curriculum, planning and evaluative practices
- provide professional development of what is evidence of 'impact', evidence of 'activity' and evidence of 'process'
- expand of school processes for 'tagging' of evidence
- maintain a structured and systematic approach to the regular monitoring, evaluation and action of the implementation and progress monitoring activities with regular pause points within the activity cycles to support the

implementation of the strategic improvement plan.

## Strategic Direction 1: Student growth and attainment

### Purpose

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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

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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

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**Socio-economic background**

**AP Curriculum & Instruction**

**Per capita**

**Refugee Student Support**

**New Arrivals Program**

**English language proficiency**

**Low level adjustment for disability**

**Integration funding support**

**QTSS release**

### Summary of progress

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The provision of a strong instructional framework remained a focus in 2023. The school leadership team successfully lead the implementation of the new K-2 English and mathematics syllabi and the newly developed core English and mathematics programs, building on the professional learning provided in 2022 and sustained throughout 2023. The school maintained and deepened professional learning links with neighbouring schools as part of curriculum reform, building leadership capacity across the network. The school's digital curriculum platform enabled staff to have ready access to refreshed programs and resources to support both quality teaching and differentiation. Regular review and evaluation of programs in light of internal and external data ensured the diverse learning needs of students were met. School supervision and assessment cycles along with professional learning programs and initiatives, including dedicated grade data days, supported regular review of programs, ensuring that all students were challenged and engaged and that programs led to improved learning. School team structures supported the professional learning of staff. The school's excellence in curriculum provision was acknowledged during external validation and commended by ACARA with Fairfield Heights Public School identified as one of the top performing schools across the state in NAPLAN.

Quality teaching in literacy and numeracy remained a school priority with professional learning provided for all teachers at all career levels by instructional leaders, colleagues and consultants. Aspiring Leaders provided demonstration lessons in both literacy and numeracy. Differentiation and explicit teaching were targeted and remain a school priority. Use of continuums, anchor charts and student grouping supported differentiated instruction. Staffing changes meant that teachers were newly appointed to classroom teaching roles, requiring additional professional learning. As a result, mentoring of early career teachers in explicit reading instruction became a focus in Semester Two. The school's experienced and expanded leadership team provided weekly professional learning that was supplemented with team teaching and resulted in improved teacher confidence and capacity. This combination of both theory and practice proved very successful and ensured that teachers understood the research underpinning the practice that was observed. The school's supervisory structures enabled the provision of responsive professional learning that supported teacher growth and student improvement.

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. 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. The move from PLAN2 v3 to PLAN 2v3 proved a barrier to determining an accurate student improvement measure. The rigorous analysis of data and the school's evaluative practices highlighted the need for alternative data sources. Evaluation of literacy and numeracy interventions highlighted the ongoing success of reading fluency interventions. Further exploration of evidence informed reading comprehension strategies and programs is a focus for 2024.

In 2024, the school will continue to employ evidence informed practices to drive student improvement. A strong and refreshed instructional framework will support the delivery of the curriculum across all Key Learning Areas. Implications for 2024, including areas of focus are as follows:

- implement new 3-6 English and mathematics syllabi
- provision of professional learning to support successful syllabus implementation
- utilise data sources that monitor whole school progress
- build teacher capacity to select and interpret reliable data sources to monitor student progress

### 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   |
|--|--|
| An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.   | <p>There was an increase of 8.9% in Check in Assessment mean scaled score for numeracy in Year 3.</p> <p>There was an increase of 7.1% in Check in Assessment mean scaled score for numeracy in Year 5.</p>  |
| An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.  | <p>There was an increase of 0.1% in Check in Assessment mean scaled score for reading in Year 3.</p> <p>There was an increase of 1.1% in Check in Assessment mean scaled score for numeracy in Year 5.</p>   |
| 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. NB PLAN2v3 will replace PLAN2 in 2023. The sub element of Quantifying Numbers will be replaced with Number Place Value and Counting processes. | <p>As PLAN 2 v 3 replaced PLAN 2 v 2, it is not possible to make a valid judgement regarding student improvement.</p> <p>School based benchmarking data indicates that there has been a 7% increase in the number of Year 1 students achieving at or above expected reading benchmark levels.</p>  |
| 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.   | <p>School results in Check-In Numeracy in 2023 indicate that:</p> <ul style="list-style-type: none"> <li>• on average 62.95% of Statistics and Probability questions were answered correctly which is a decrease of 2.41% from 2022 baseline.</li> <li>• on average 56.23% of Number Sense and Algebra questions were answered correctly which is in an increase of .63% from 2022 baseline</li> <li>• on average 55.8% Measurement and Geometry questions were answered correctly which is an increase of 13.8% from 2022 baseline</li> </ul> |
| An increase of 2% of students achieving stage outcomes or higher in comprehension as measured by school based assessment.  | <p>At the conclusion of 2023, an average of 70.7% of students achieved at or above expected exit outcomes in reading comprehension as measured by school benchmarking data. This is an increase of 3.32% from 2022 and an increase of 17.5% from the 2021 baseline</p>   |



## Strategic Direction 2: Quality Teaching and Effective Leadership

### Purpose

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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

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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

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Professional learning  
Socio-economic background  
Beginning teacher support

### Summary of progress

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The school's evaluative practices and processes supported intensive analysis of system, school and classroom data which was used to inform decision making that supported school improvement, professional development of teachers and improvement in student learning outcomes.

During 2023, the school built on many of the leadership opportunities and initiatives implemented in 2022. with teacher leaders, middle leaders and senior leaders engaging in professional learning across an expanding number of contexts. The expansion of the leadership team enabled leaders to be actively involved in the design and review of instructional matters with active oversight and coordination of the instructional program, ensuring maximum impact on student achievement. Grade team structures consolidated the strong collaborative culture built over the previous two years and enabled teachers to receive regular feedback from colleagues and leaders. The focus on instructional leadership upskilled teachers at all career levels and supported student progress and achievement. The expanded leadership initiative was a vital factor in improving school effectiveness, teacher quality and student achievement. The success of the distributed instructional leadership initiative was recognised at the Minister's and Secretary's Awards where the school was the recipient of the Secretary's School Achievement Award.

The school maintained a collective focus on school improvement where the whole school Professional Learning Plan was explicitly linked to the School Improvement Plan and the performance and development process. The school trialed the department's new digital platform 'Q+' to record and monitor teacher professional learning and outline progress towards the achievement of professional learning goals. The platform facilitated timely feedback for teachers at all career levels and supported a culture of high expectations and collaboration.

The Beginning Teacher Induction programs successfully supported teachers in the initial accreditation process. A reduced number of participants resulted in targeted and often individualised mentoring. The school's Professional Learning programs were expanded in 2023 to include an additional focus on newly accredited teachers requiring additional mentoring. A gap was identified in teacher understanding of explicit reading instruction and the program was subsequently introduced. Lead learners provided professional learning, focussing on explicit and differentiated reading instruction. Teachers engaged in professional learning that unpacked evidence informed practices and strategies to transfer theory into effective classroom practice. Demonstration lessons provided by lead teachers supported this process and had a significant impact on teacher practice, confidence and student progress. The school's sphere of influence continued to expand in 2023 with the Aspiring Leadership Initiative supporting the successful implementation of the new K-2 English and mathematics syllabus, expanding and consolidating the leadership team's capacity to successfully implement change. The success of the program will be built upon in 2024 to support the implementation of the 3-6 English and mathematics syllabus documents.

Grade Data Days enabled teachers to be released as a collective and provided the time for deep and focused analysis of school and system data. This supported teachers to develop explicit teaching that addressed student need. The school has developed a culture of data informed decision making and program development. Further professional learning with regard to different data sources and data triangulation will build on the strong data foundations that have been established.

In 2024, the school will maintain its focus on student centred decision making and continue to support staff with

differentiated professional learning that is aligned to school priorities. Implication for 2024, including areas of focus are as follows:

- Building of data literacy- selecting the right data sources and using data with confidence
- Build the capacity of the senior leadership team

### Progress towards achieving improvement measures

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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. | School self assessment against the High Impact Professional Learning School Self-Assessment Tool shows the school currently performing at Excelling in two of the three themes within the element of 'School leadership teams enable professional learning' and as Sustaining and Growing within the element of 'Knowledge sharing and thought leadership facilitated'. |
| 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.     | School self assessment against the High Impact Professional Learning School Self-Assessment Tool shows the school currently performing at Excelling in the three themes within the element 'Professional learning is continuous and coherent'.  |

### Purpose

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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

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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

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**Socio-economic background**  
**Aboriginal background**  
**Professional learning**  
**English language proficiency**

### Summary of progress

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The school has continued to consolidate and expand community partnerships during 2023. The School Bytes APP was well received by the community and has enabled timely communication between school and home. 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. 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. The installation of school signage has ensured parents and visitors are welcomed.

Active attendance monitoring remained a school priority resulting in improved attendance. Members of the leadership met regularly with the HSLO to access best practice and procedures in attendance monitoring and liaised regularly with parents of students causing concern. The school continued to communicate the importance of regular attendance and the impact of poor attendance to parents via individual phone calls, newsletters, parent teacher interviews and parent meetings. Partial attendance continues to be a challenge for some students. The school attendance rate was 90.78%, slightly exceeding that of the state.

Aboriginal Education programs and initiatives were expanded throughout the year. Two staff members attended an Aboriginal Education Leadership conference to deepen their understanding of Aboriginal culture. A dedicated staff development day focused on Aboriginal Education, providing explicit professional learning related to the development and monitoring of Personalised Learning Pathways, Aboriginal culture and examples of embedding this culture in school programs and practices. The Eight Ways of Learning were incorporated in the K-2 Oral Language programs and took place in the yarning circles. The expanding Aboriginal Education committee organised a successful NAIDOC day that focused on Aboriginal literature. The two Aboriginal Education leaders worked with teachers and students to develop a school Acknowledgement of Country that was ratified by the AECG and is now used regularly at school assemblies. The official opening of the yarning circles took place at the commencement of the 2023 school year. An Aboriginal Elder led the ceremony which deepened all staff members' understanding of Aboriginal tradition and culture. Aboriginal students also attended cultural days with neighbouring schools enriching their cultural connections.

The school's High Performance Gifted Education (HPGE) programs moved into the social and emotional domain in 2023. The school participated in the Fairfield and Sutherland HPGE project which saw Fairfield Heights Public School partnered with Harrington St Public School and Oyster Bay Public School. The project's focus was on building student agency. The HPGE team engaged in professional learning and school visits as part of the project. A small project aimed at expanding leadership opportunities was implemented during Terms 3 and 4. Student feedback indicated a significant improvement in their social capabilities. The school also introduced school badges to recognise and celebrate student participation and success in the creative and physical domains as a direct response to student feedback.

The dedicated STEAM classroom was maintained in 2023 and resources expanded to support program implementation. The 2023 model for program delivery moved to the original model with the STEAM teacher leading instruction. Skill level of both staff and students continued to improve with ongoing use of a range of digital platforms to develop and deliver teaching and learning activities.

Inclusion of all students remained a school priority and has been 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. 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 more complex enrolments. The special education teacher provided ongoing professional learning for staff to support students who may require educational adjustments.

In 2024, the school will continue to prioritise student wellbeing and build positive and respectful relationships across the school community. Implications for 2024, including areas of focus are as follows:

- expansion of Aboriginal Education programs K-6
- continue to build positive educational partnerships with parents and carers through special events including information afternoons, P & C meetings
- continue to expand the use of student voice to inform school activities and initiatives
- continue to expand HPGE programs across the school
- expand the HPGE committee

### 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%.  | The number of students attending greater than 90% of the time or more has increased by 16.82%  |
| 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. | <p>Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the four themes within the element of Wellbeing.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the three themes within the element of Learning Culture.</p>  |
| In the key dimension of Connecting Learning at Home and at School, the school is at Building as measured by the School- Assessment Tool.                     | Self-assessment against the strengthening family and community engagement school assessment tool in the key dimension of connecting learning at home and at school shows an improvement in the elements of 'Provide multiple opportunities for all families and teachers to discuss students social and academic progress' and 'Support families to participate in their child's learning' now measured at Sustaining.   |
| 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.  | <p>The results from the 2023 Tell Them From Me Survey indicates that 39% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. 30% of students were confident in their skills but did not find classes challenging. 21% of students were not confident in their skills and found English or Maths challenging, and 10% of students lacked confidence in their skills and did not feel they were challenged.</p> <p>There was a 1% decrease in the number of students in the desirable quadrant.</p> |

| Funding sources                                       | Impact achieved this year   |
|---|---|
| <p>Refugee Student Support</p> <p>\$73,044.20</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building a Coherent Instructional program</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- ongoing support for refugee students in literacy and numeracy.</li> <li>- ongoing support for families of refugee students.</li> <li>- differentiation is evident in class programs and EAL/D specialist programs.</li> <li>- acquisition of quality resources to support differentiated instruction.</li> <li>- establishment of additional classes to support targeted and specialised instruction.</li> <li>- growth in parent support groups such as the P &amp; C due to the regular provision of an interpreter at meetings</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- maintain in class support programs in literacy and numeracy</li> <li>- ongoing professional learning for teachers that focuses on quality literacy instruction and explicit teaching</li> <li>- maintain the services of a bilingual SLSO to continue to build strong educational partnerships</li> </ul>  |
| <p>New Arrivals Program</p> <p>\$75,406.00</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 Fairfield Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building a Coherent Instructional program</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- all eligible students demonstrating progress towards their personalised learning goals</li> <li>- the implementation of ongoing support programs in literacy and numeracy</li> <li>- improved outcomes in literacy and numeracy, resulting in an increase in the number of students reaching expected grade outcomes</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue the implementation of targeted programs that meet the needs of students who require additional support in literacy and numeracy</li> <li>- provision of ongoing professional learning led by instructional leaders that supports differentiated instruction and meets the new syllabus requirements</li> <li>- continue to engage in intensive data analysis and development of targeted small group and individualised programs</li> </ul> |
| <p>Integration funding support</p> <p>\$96,328.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Fairfield Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p>  |

|  |   |
|--|---|
| <p>Integration funding support</p> <p>\$96,328.00</p>  | <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated teaching in Literacy and Numeracy that maximises student achievement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- all eligible students demonstrating progress towards their personalised learning goals</li> <li>- the implementation of ongoing support programs in literacy and numeracy</li> <li>- improved outcomes in literacy and numeracy, resulting in an increase in the number of students reaching expected grade outcomes</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue the implementation of targeted programs that meet the needs of students who require additional support in literacy and numeracy</li> <li>- provision of ongoing professional learning led by instructional leaders that supports differentiated instruction and meets the new syllabus requirements</li> <li>- continue to engage in intensive data analysis and development of targeted small group and individualised programs</li> </ul>   |
| <p>Socio-economic background</p> <p>\$1,300,000.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fairfield Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building a Coherent Instructional program</li> <li>• Differentiated teaching in Literacy and Numeracy that maximises student achievement</li> <li>• Student Centred Leadership</li> <li>• All Students Matter</li> <li>• Highly Engaged, Future Focused Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services including allocation of additional staff to deliver quality literature programs and purchasing of literature resources</li> <li>• professional development of staff through the establishment of instructional leadership positions to build teacher expertise and support student learning</li> <li>• employment of additional staff to reduce class sizes and support improved student outcomes.</li> <li>• expansion of ICT programs including the STEAM initiative</li> <li>• additional technology resourcing to support authentic integration of ICT</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 53% of Year 3 students achieving at the strong proficiency level in NAPLAN and 7% at the exceeding level for reading</li> <li>- 46% of Year 5 students achieving at the strong proficiency level in NAPLAN and 9% at the exceeding level for reading</li> <li>- 65% of Year 3 students achieving at strong proficiency level in NAPLAN and 11% at the exceeding level for writing</li> <li>- 60% of Year 5 students achieving at strong proficiency level in NAPLAN and 12% at the exceeding level for writing</li> <li>- school means exceeding state norms in each of the Eight Drivers of Student Learning and the Four Dimensions of Classroom and School</li> </ul> |



|  |   |
|--|---|
| <p>Socio-economic background</p> <p>\$1,300,000.00</p> | <p>Practices in the TTFM 'Focus on Learning' Teacher Survey</p> <ul style="list-style-type: none"> <li>- establishment of a dedicated learning space for STEAM initiative</li> <li>- authentic integration of ICT through the implementation of quality STEAM programs</li> <li>- distributed leadership across the school that supports professional growth and drives improved student outcomes</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to expand tiered leadership programs that are tailored to support teachers at all career levels</li> <li>- to continue to provide high impact professional learning to improve literacy and numeracy outcomes for students</li> <li>- build collaboration through the expansion of teacher mentoring programs that build relational trust and support teacher well being</li> <li>- build classroom teacher and leadership data literacy skills to support the development of differentiated literacy and numeracy programs</li> <li>- establish mentoring partnerships that support teachers to develop ICT capabilities and embed these skills into their practice</li> </ul>   |
| <p>Aboriginal background</p> <p>\$11,948.65</p>        | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fairfield Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• All Students Matter</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• appointment of a Deputy Principal (higher duties) to lead whole school initiatives and build cultural awareness</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• professional learning of staff to build cultural understanding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 100% of Aboriginal students demonstrate achievement in their goals within their Personalised Learning Pathways</li> <li>- Personalised Learning Pathways developed and evaluated in consultation with parents and carers</li> <li>- TTFM Primary 2023 Survey indicating that 86% of Aboriginal students feel good about their culture when they are at school. This is an increase of 35% from the previous year.</li> <li>- TTFM Primary 2023 Survey indicating that 81% of teachers have the knowledge required to engage with students on Aboriginal cultures and histories.</li> <li>- Yarning Circles are being utilised to incorporate the 8 Ways of Learning to support the Oral Language and Communication element of the new English syllabus.</li> <li>- authentic implementation of Acknowledgement of Country at all meetings and gatherings</li> <li>- authentic implementation of collaboratively developed class Acknowledgement of Country at each assembly</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to build teacher capacity to effectively embed Aboriginal Education in all classrooms</li> <li>- to review core programs to embed Aboriginal perspectives and promote cultural understanding</li> <li>- 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</li> <li>- maintain involvement in the Fairfield Aboriginal Education Collaboration Network Initiative</li> </ul> |

|  |   |
|--|---|
| <p>Aboriginal background</p> <p>\$11,948.65</p>                | <p>- Installation of an additional flag to acknowledge the original owners of the land and promote cultural awareness</p>   |
| <p>English language proficiency</p> <p>\$720,996.16</p>        | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Fairfield Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated teaching in Literacy and Numeracy that maximises student achievement</li> <li>• All Students Matter</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phases</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Intensive English Language and learning support to increase educational outcomes for students</li> <li>- Employment of additional staff for targeted student support</li> <li>- The development and implementation of differentiated class programs and EAL/D specialist programs.</li> <li>- 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.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to build teacher capacity to cater for the learning needs of students from EAL/D backgrounds</li> <li>- to continue to monitor the progress of EAL/D students</li> <li>- to build community partnerships to support EAL/D students through parent workshops and targeted support for refugee families.</li> </ul> |
| <p>Low level adjustment for disability</p> <p>\$310,111.55</p> | <p>Low level adjustment for disability equity loading provides support for students at Fairfield Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated teaching in Literacy and Numeracy that maximises student achievement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional 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</li> <li>• employment of additional staff to reduce teacher/student ratio and support explicit and differentiated instruction</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- A more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</li> <li>- Expansion of learning support programs through the employment of learning support staff for each grade</li> <li>- 4.8% reduction in the number of Year 5 students in the lower quadrant in Check In Reading</li> </ul>   |



|  |   |
|--|---|
| <p>Low level adjustment for disability</p> <p>\$310,111.55</p> | <ul style="list-style-type: none"> <li>- 2.5% reduction in the number of Year 4 students in the lower quadrant in Check In Numeracy</li> <li>-18.4% reduction in the number of Year 3 students in the lower middle quadrant in Check In Numeracy</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to provide additional support for identified students through the employment of trained SLSOs.</li> <li>- to continue to employ a Community Liaison Officer to support students and their families</li> <li>- to expand the impact of the Learning Support Team initiatives.</li> <li>- to continue to implement evidence informed literacy and numeracy interventions to support student improvement</li> </ul>   |
| <p>Professional learning</p> <p>\$56,487.69</p>                | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Fairfield Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Centred Leadership</li> <li>• Professional Growth and Attainment</li> <li>• All Students Matter</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• development of a whole school professional learning plan that is clearly aligned to school priorities and linked to the Professional Teaching Standards</li> <li>• implementation of professional mentorship programs including those for Beginning and Early Career teachers to build collegiality and teacher capacity</li> <li>• establishment of an HPGE committee to lead professional development and implementation of HPGE initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 100% of staff participate in professional learning that is linked to school priorities</li> <li>- 100% of staff have developed individualised professional goals designed to build expertise</li> <li>- 100% of staff receive feedback from supervisors or mentor teachers regarding their practice and professional goals</li> <li>- All staff work as members of collaborative teams in order to share practice and build expertise</li> <li>- Collaborative and professional partnerships have been built within and between school networks</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- development of a professional learning plan for 2024 that is aligned to school priorities and designed to meet the needs of students</li> <li>- to continue to build professional learning alliances within the school and across the network in order to build teacher capacity to improve student outcomes</li> <li>- to maintain team based structures in order to support a collaborative culture</li> <li>- provide regular time for collaborative analysis of data and planning</li> <li>- establishment of curriculum teams to support the implementation of the new English and Mathematics Syllabi</li> </ul> |
| <p>QTSS release</p> <p>\$150,327.36</p>                        | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fairfield Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>   |

|   |  |
|---|--|
| <p>QTSS release</p> <p>\$150,327.36</p> | <ul style="list-style-type: none"> <li>• Differentiated teaching in Literacy and Numeracy that maximises student achievement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• appointment of Deputy Principal (higher duties) provided to support specialist programs and initiatives</li> <li>• differentiated programs in literacy and numeracy to support all students to improve</li> <li>• additional staffing to support the implementation of tiered and targeted literacy and numeracy interventions</li> <li>• instructional modelling provided to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Year 3 -5 NAPLAN Value added measured as excelling</li> <li>- Year 5-7 NAPLAN Value Added measured as excelling</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to build teacher capacity to design and deliver quality programs</li> <li>- to maintain grade team structures to provide mentorship and professional feedback</li> <li>- 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</li> <li>- to build teacher capacity to select and analyse data sources to inform the development of teaching and learning programs</li> </ul>  |
| <p>COVID ILSP</p> <p>\$536,103.08</p>   | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• providing intensive small group tuition for identified students who were not achieving expected outcomes in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The implementation of targeted intervention programs in literacy and numeracy across four tuition cycles</p> <p>-Tuition Cycle 1: Interventions for 129 students.<br/>Interventions were implemented that targeted reading comprehension, phonemic awareness, and both number fluency and reading fluency. Reading fluency interventions resulted in 100% of students improving their reading fluency<br/>Reading comprehension interventions resulted in 67% of students improving their comprehensions skills. with 70% of students making improvements in number.</p> <p>-Tuition Cycle 2: Interventions for 103 students<br/>Interventions were implemented that targeted reading comprehension, writing and number.<br/>95% of students participating in Year 6 numeracy interventions made improvements.<br/>100% of students participating in reading fluency interventions made significant improvements in both speed and accuracy.</p> <p>-Tuition Cycle 3: Interventions for 84 students<br/>Interventions were implemented that targeted problem solving, reading fluency and number fluency.<br/>80% of students improved their problem solving skills.<br/>100% of students improved reading speed with several students improving</p> |

COVID ILSP

\$536,103.08

the number of words read per minute by as much as 40%.

-Tuition Cycle 4: Interventions for 127 students.

Interventions were implemented in problem solving, reading fluency, reading comprehension and number fluency.

84% of students improved their problem solving skills.

There were some adjustments made to interventions in this tuition cycle.

Reading fluency interventions proved to be the most successful intervention implemented in 2023.

**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 monitor student progress K-6 using consistent data sources

- to continue to build teacher capacity to use a variety of data sources to identify student need and monitor student progress.

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2020       | 2021 | 2022 | 2023 |
| Boys     | 474        | 430  | 408  | 383  |
| Girls    | 433        | 382  | 375  | 362  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2020 | 2021 | 2022 | 2023 |
| K         | 90.8 | 90.4 | 86.4 | 90.5 |
| 1         | 92.7 | 92.0 | 84.9 | 90.1 |
| 2         | 89.1 | 93.1 | 86.6 | 90.7 |
| 3         | 90.2 | 91.4 | 86.1 | 89.5 |
| 4         | 90.1 | 92.9 | 87.3 | 92.0 |
| 5         | 90.5 | 91.6 | 88.6 | 90.6 |
| 6         | 89.7 | 92.1 | 86.6 | 91.6 |
| All Years | 90.4 | 92.0 | 86.8 | 90.8 |
| 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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 2     |
| Assistant Principal(s)                  | 6     |
| Classroom Teacher(s)                    | 29.71 |
| Learning and Support Teacher(s)         | 1.2   |
| Teacher Librarian                       | 1.2   |
| Teacher EAL/D                           | 6     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 5.47  |

\*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 <sup>1</sup> | 2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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 (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 2,423,999.20     |
| <b>Revenue</b>                        | 10,085,731.15    |
| Appropriation                         | 9,925,346.01     |
| Sale of Goods and Services            | 45,899.60        |
| Grants and contributions              | 45,674.67        |
| Investment income                     | 67,205.87        |
| Other revenue                         | 1,605.00         |
| <b>Expenses</b>                       | -9,671,931.54    |
| Employee related                      | -8,729,436.72    |
| Operating expenses                    | -942,494.82      |
| <b>Surplus / deficit for the year</b> | 413,799.61       |
| <b>Closing Balance</b>                | 2,837,798.81     |

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

## Financial summary - Equity loadings

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

|                         | 2023 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 146,518                           |
| <b>Equity Total</b>     | 2,343,056                         |
| Equity - Aboriginal     | 11,949                            |
| Equity - Socio-economic | 1,300,000                         |
| Equity - Language       | 720,996                           |
| Equity - Disability     | 310,112                           |
| <b>Base Total</b>       | 5,444,059                         |
| Base - Per Capita       | 204,679                           |
| Base - Location         | 0                                 |
| Base - Other            | 5,239,380                         |
| <b>Other Total</b>      | 804,189                           |
| <b>Grand Total</b>      | 8,737,823                         |

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](https://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 2023 our school participated in the various Tell Them From Me (TTFM) surveys for teachers, students and parents and caregivers.

- TTFM 'Focus on Learning' Teacher Survey
- TTFM Student Survey
- TTFM 'Parent Participation' Survey

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 'Focus on Learning' Teacher Survey - Drivers of Student Learning**

- Leadership School Mean 8.0; NSW Govt Norm 7.1
- Collaboration - School Mean 8.2; NSW Govt Norm 7.8
- Learning Culture 8.3; NSW Govt Mean 8.0
- Data Informs Practice - School Mean 8.1; NSW Govt Norm 7.8
- Teaching Strategies- School Mean 8.4; NSW Govt Norm 7.8
- Technology- School Mean 7.7; NSW Govt Norm 6.7
- Inclusive - School Mean 8.2; NSW Govt Norm 8.2
- Parent Involvement- School Mean 6.9; NSW Govt Norm 6.8

### **Tell Them From Me Student Survey**

#### **'School Outcomes and School Climate- Drivers of Student Outcomes'**

- Effective Learning Time School Mean 7.5 ; NSW Govt Norm 8.2
- Explicit Teaching Practices and Feedback- School Mean 7.4; NSW Govt Norm 7.5
- Advocacy at School - School Mean 7.2; NSW Govt Mean 7.7
- Expectations for success- School Mean 8.0; NSW Govt Norm 8.7

### **Tell Them From Me 'Partners in Learning' Parent Survey**

- Parents Feel Welcome - School Mean 8.0
- Parents are Informed - School Mean 7.9
- Parents Support learning at home- School Mean 7.3
- School Supports Learning - School Mean 8.0
- School Supports Positive Behaviour- School Mean 8.0
- Safety at School - School Mean 7.8
- Inclusive School- School Mean 7.8

During 2023 our school participated in the People Matter staff survey (PMS). Aspects of the survey are as follows:

\* **People Matter** Employee Survey indicates that 87.5% of staff feel that senior managers provide clear direction for the

future of the organisation

\* **People Matter** Employee Survey indicates that 82% of staff state that their employer provides recognition for their work

\* **People Matter** Employee Survey indicates that 87.76% of staff state that their job gives them a feeling of satisfaction

Some areas for focus in 2024 include:

- continue to foster a positive learning environment at school
- 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

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.