2009 Annual School Report
Fairfield Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

Our enrolment at the beginning of the year was 628 with 326 boys and 302 girls. This pattern remained consistent throughout the year.

In 2009 the school formed 27 classes. Three additional classes were formed using school resources to support the learning needs of students. Average class sizes were:

- Early Stage 1: 18
- Stage 1: 21
- Stage 2: 24
- Stage 3: 26

Details are provided on page 4.

Staff

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school ran programs to give additional educational opportunities to students in 2009.

- Active Sports Program funded by the Commonwealth Government operated on Monday, Wednesday and Thursday afternoons with 96 students from Stage 1 to Stage 3.
- After School Homework Centre operated in Terms 2 and 3. The centre was full funded by Successful Language Learners: whole school ESL language and literacy practices (SLL). Families were invited to attend the centre with students attending from Kindergarten to Year 6. Each session consisted of fitness activities, story telling, homework, literacy support, computer activities and games. The program employed two teachers and a bilingual Student Learning Support Officer (SLSO).
- Twenty volunteers from Stocklands under the Australian Business and Community Network (provided individual reading mentoring for Stage 3 students for 20 weeks.
- The school debating team performed very well in the local district competition. Jessica Altos was voted the best speaker for the competition.
- Stage 3 students participation in the Premiers Reading Challenge.
- Participation in the International Competitions and Assessments for Schools in English, Maths and Science

- Sixteen students in Stages 2 and 3 participated in the Gifted and Talented Visual Arts Program at Fairfield High School. Art works were exhibited at the high school.
- Fairfield Public School was awarded a Gold Award for achievement in the 15 week Premiers Sporting Challenge (PSC) for the second year. The challenge included the electronic recording of physical activity, fitness and healthy lifestyles over the period.
- The official launch of the PSC Awards was held at the school in Term 4. Mario Fenech, Susan Pratley and Craig Stevens attended as ambassadors for the program.

Messages

Principal's message

Fairfield Public School was established in 1888 and serves a culturally diverse community. It is situated in the central business district of Fairfield city in metropolitan Sydney. The school receives Priority School Funding Program (PSFP) support. In 2009 and 2010, the school is participating in the Australian Government Literacy and Numeracy SLL Pilot with eleven other schools serving low socio economic, refugee communities.

The school community shares a commitment to provide excellence and equity for all. This is provided in a safe, stimulating environment with a focus on active participation and learning. The school motto “learning together” symbolises the co-operative partnerships and values of the school. The Fairfield community has a rich and varied cultural heritage which is valued and celebrated in the school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Lynette McShane
P&C and/or School Council message

The P&C runs the school canteen and uniform shop. Fund raising activities throughout the year raise money towards purchasing resources for students at Fairfield Public School. Activities included: Mother’s and Father’s Day Stalls and Easter Show Bags. In 2009, the P&C supported the implementation of the new school uniform. During 2009, $12,000 was donated to install an interactive whiteboard in the library and purchase additional library books. The P&C association would like to extend its appreciation to Maureen Guerrisi for her 20 years of voluntary service to the school community through the association. Her passion, humour and hard work will be sadly missed. We wish her well in her retirement.

Maureen Guerrisi - President
Kevin Woolfe - Treasurer

Student representative's message

The Student Representative Council (SRC) meet weekly with the student representatives. Two representatives from Year 2 to Year 6 were elected from the classes. The meetings were run by the school captains with the assistance of Mrs Adams. Each class received feedback from the meetings. Children had opportunities to share their ideas through their representatives.

In 2009 the SRC held a competition to design school wristbands. We also launched the playground games project which included a new “my space”. Students borrowed colourful rubber mats to sit and play quiet games on the playground. A story time was introduced for younger students. The SRC has been working on creating a calm and peaceful playground.

In 2010 we will continue to build on projects and raise funds to support Stewart House.

Cindy Vo and Tyrell Naleba - School Captains

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

In February there were 628 students enrolled. Enrolments have remained consistent over the past three years. The school community continues to be mobile.

Management of non-attendance

The Deputy Principal works closely with teaching staff and the Home School Liaison Officer (HSLO) to monitor attendance. Attendance plans are developed and implemented to support families improve their child’s attendance and participation in learning.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.
The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>8M</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>9F</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>10S</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>11K</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>28D</td>
<td>K/1</td>
<td>10/10</td>
<td>10</td>
</tr>
<tr>
<td>5C</td>
<td>1/2</td>
<td>14/10</td>
<td>24</td>
</tr>
<tr>
<td>6K</td>
<td>1/2</td>
<td>14/10</td>
<td>24</td>
</tr>
<tr>
<td>25DM</td>
<td>1/2</td>
<td>5/3</td>
<td>8</td>
</tr>
<tr>
<td>7P</td>
<td>2</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>26F</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>27N</td>
<td>1/2</td>
<td>12/11</td>
<td>23</td>
</tr>
<tr>
<td>30J</td>
<td>1/2</td>
<td>15/9</td>
<td>24</td>
</tr>
<tr>
<td>31B</td>
<td>1/2</td>
<td>10/13</td>
<td>23</td>
</tr>
<tr>
<td>19M</td>
<td>3/4</td>
<td>18/11</td>
<td>29</td>
</tr>
<tr>
<td>13T</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>12W</td>
<td>3</td>
<td>20</td>
<td>20</td>
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<tr>
<td>14W</td>
<td>3/4</td>
<td>18/11</td>
<td>28</td>
</tr>
<tr>
<td>15PL</td>
<td>3/4</td>
<td>19/10</td>
<td>29</td>
</tr>
<tr>
<td>21S</td>
<td>3/4</td>
<td>3/6</td>
<td>9</td>
</tr>
<tr>
<td>20B</td>
<td>4/5</td>
<td>11/17</td>
<td>28</td>
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<tr>
<td>29T</td>
<td>5/6</td>
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<td>11</td>
</tr>
<tr>
<td>2C</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3H</td>
<td>5</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>4W</td>
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<td>5/6</td>
<td>11/18</td>
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<tr>
<td>17A</td>
<td>5/6</td>
<td>13/17</td>
<td>30</td>
</tr>
<tr>
<td>18K</td>
<td>5/6</td>
<td>13/16</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of classes
The classes across the school were organised into stages. There were 27 classes formed. The classes were organised following consideration of each student's learning and social needs in the context of whole school enrolment.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Over fifty percent of staff have been teaching over ten years with thirty percent in their first five years. Thirty five percent of staff are temporary teachers filling maternity or long term leave.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s) SLL APESL</td>
<td>5</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>1.1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20</td>
</tr>
<tr>
<td>Teacher RFF/PT</td>
<td>2.092</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.92</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2.4</td>
</tr>
<tr>
<td>Community Languages Teachers</td>
<td>2.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>5.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>4.062</td>
</tr>
</tbody>
</table>

The school employs an Indigenous SLSO to support learning assistance programs in the classrooms.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>88%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12%</td>
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</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>284 520.00</td>
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<tr>
<td>Global funds</td>
<td>376 050.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>271 535.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>91 680.00</td>
</tr>
<tr>
<td>Interest</td>
<td>14 950.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>57 427.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1 096 161.00</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>24 053.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>22 871.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>30 208.00</td>
</tr>
<tr>
<td>Library</td>
<td>9 485.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>23 927.00</td>
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<tr>
<td>Tied funds</td>
<td>289 157.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>120 614.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>60 371.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>61 910.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>44 008.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>40 053.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6 318.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>732 975.00</strong></td>
</tr>
</tbody>
</table>

Balance carried forward: 363 186.00

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

Students were provided with opportunities to develop their creative talents through a range of school programs

- Classes presented items that included music, dance and drama at stage assemblies and presentation days. In Stage 2 and 3 students participated in a range of activities including creative arts and crafts linked to COGs units.
- All students participated in two dance programs in Term 2 and Term 4.
- Thirty students from Years 3 to 6 joined the school choir. Performances included the Gillawarna Festival, Fairfield Forum, school assemblies and presentation days.
- A dance group of twenty two students from Stage 2 and 3, performed at the Gillawarna Festival and school presentations.
- Harmony Day celebrations promoted harmony and diversity in the school community.
- Book week activities promoted a celebration of popular literature character and stories.

Sport

- Students participated in the inter-school sporting competitions through the Lansdowne Zone Primary School Sports Association (Lansdowne PSSA). The school was awarded the Champion School's Trophy for the third consecutive year.
- School teams were premiers in girls t-ball and boys oztag. The school was top of the table points winners in junior and senior oztag. A total of thirty one students represented the zone at rugby league, rugby union, touch football, soccer, cricket and hockey.
- Tyrrell Naleba and Mia Saulo received Lansdowne PSSA Blue Awards.
- Students in Stages 2 and 3 participated in the annual swimming carnival, cross country and athletics carnivals. In the zone competitions, the school was placed first in athletics and cross country and seventh in swimming.
- Two hundred and thirty eight students in Years 2 to 6 attended the two week swimming program. All participating students increased their level of confidence and competence in the water.
- Teachers K-6 continued to implement the PE/Sports program, allocating minimal times per week for each stage in fitness, skill development and sports lessons. K-2 students participated in weekly sporting sessions ,two school gala days involving athletics and fundamental movement skills.
- Students in K-6 participated in clinics with Cricket NSW, Parramatta Eels Rugby League Club and Sydney FC Soccer Club developing fundamental skills in throwing, catching, batting and kicking.
- The school entered teams in the NSW Milo Cricket Cup, League Tag and Knockout Rugby League competitions.
Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
A total of 71 Year 3 students sat the test, 36 boys and 35 girls. Over ninety percent of students are from language backgrounds other than English.
- Data reflects a decrease in the number of students scoring in Bands 1 and 2 in reading, writing and spelling from 2008. There was approximately a 20% decrease in students scoring in Bands 1 and 2 in overall literacy.
- Ten percent more students scored in Bands 5 and 6 in spelling, grammar and punctuation and overall literacy compared to 2008.
- Trend data for the school shows an increase in all areas of literacy compared to 2008.
- Students continue to have difficulty with prepositions, use of apostrophe, locating information, making connections and interpreting the purpose in reading.
- In writing, students have difficulty with sentence structure and the ability to engage the reader in humour and paragraphing.

Numeracy – NAPLAN Year 3
- Number of students scoring in Bands 1 and 2 has remained consistent with 2008 data.
- Students scoring in Bands 5 and 6 in overall numeracy has decreased compared to 2008 figures but remained consistent in number.
- Measurement and space (capacity, length, mass, area, 2D &3D shapes) and problem solving continue to be areas for development.
- Trend data for the school does not reflect improvement.

Literacy – NAPLAN Year 5
In Year 5, 89 children sat the test, 37 boys and 52 girls. The difference between the genders is significant. Ninety percent are from language backgrounds other than English.

- The number of students scoring in Bands 7 and 8 in grammar was consistent with 2008 data.
- There was an increased number of students scoring in Bands 3 and 4 in reading and grammar.
- A smaller number of students scored in Bands 7 and 8 in reading, spelling and overall literacy compared to 2008 data.
- School trend data reflects an improvement in writing and overall literacy in comparison to 2008.
- Students were able to spell some four syllable words containing double consonant and uncommon spelling patterns. In reading, students had difficulty locating and connecting information from graphics and narratives. Understanding motivation and purpose caused difficult for many students in reading.
- Students had difficulty with adverbs and adjectives and demonstrating a variety of complexities in compound and complex sentences.
- The school growth from Years 3 to 5 is above the state average in overall literacy and writing. In reading the results were below the state average growth.
Numeracy – NAPLAN Year 5

- There was no significant decrease in the numbers of students scoring in Bands 3 and 4 in number, measurement, data, space and geometry.
- A decrease in the number of students scoring in Bands 7 and 8 in measurement, data, space and geometry was noted. The number scoring in number was consistent from the previous year.
- Numeracy continues to be an area for development particularly reading, understanding and solving problems.
- School trend data shows an decrease in improvement compared to 2008 results.
- The school growth from Years 3 to 5 in numeracy is slightly higher than the state.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Priority Schools Program (PSP)

The school receives additional funds through the Priority Schools Funding Program (PSFP) and it supports the provision of quality programs to ensure equity of learning outcomes for all students. The program continues to be an integral part of the whole school plan with a focus on literacy, numeracy, quality teaching, community and student participation.

Achievements

- Professional learning for teachers’ knowledge and skills in the areas of quality teaching and learning practices, literacy and numeracy and assessment. Including the use of the English as a second language (ESL) scales.
• Planning, implementation and evaluation of teaching programs in literacy and numeracy were supported.
• Student Learning Support Officers (SLSO) time was provided to assist with the implementation of literacy and numeracy programs K-6.
• Attendance and engagement in literacy and numeracy learning activities was maximised through digital learning focus.
• Parents and community participated in evaluations, workshops and information sessions including: English conversation classes; Best Start assessment; NAPLAN; helping children at home; women’s health, and nutrition needs of families and the introduction of a breakfast club. This was supported by the employment of Community Liaison Officers (CLO) and regional Community Partnership and Information Officers.
• The transition of students into kindergarten and high school was successfully facilitated.
• Over 350 students participated in the Reading is RAD program during the Christmas holidays. Students participating maintained or increased their current reading level.

Future directions
• Continued support of quality teaching and student participation through literacy and numeracy initiatives in the school plan. This will be integrated with the Successful Language Learners (SLL) project.
• Continued focuses on reading and digital learning across all key learning areas.
• Build upon and strengthen home school and community partnerships with the SLL project.

Schools as Community Centres (SaCC)

The program seeks to connect families with their school and community. In working together, school, parents and the community build on knowledge and the ability to support young children’s development and learning.

Achievements
• Assyrian, Arabic, Sudanese and Cambodian families attended supported playgroups twice a week throughout the year. Regular meetings with the Assyrian mother’s group also occurred.
• Refugee Health information sessions to support families with nutrition education were held throughout the year. Walk for Good Health was held over three terms. A community breakfast club was held in Term 4 with the support of local church volunteers and donations from local businesses.
• Parents completed TAFE outreach courses including Adult Learning and Teaching.
• Increased support for bi-lingual workers through SaCC. Interagency Kids and Dads’ night was held with support from United Care Burnside.
• Families were supported to access services eg computer classes in the local community. Individual families were supported with school and community issues.
• Collaborative planning eg transition activities, early literacy focus group and performances.
• Collaborative planning with the Smith Family on the Fairfield Community Garden.

Successful Language Learners (SLL); Whole school ESL language and literacy practices.

The Successful Language Learners (SLL) is a partnership initiative between the NSW Department of Education and Training and Catholic Education Commission of NSW. Fairfield Public School is one of the eleven schools selected to participate in the two year pilot project. It is funded by the Australian Government as one of thirty literacy and numeracy nation wide pilots.

The purpose of the project is to improve the English language, literacy and numeracy performance of students who are learning English as a second language, particularly refugee students. The project has four major initiatives.

Achievements
• Initiative one: Target support for students. All ESL students have been levelled on the ESL Scales and students from Year 3-6 have completed the two SLL Assessment Banks. Students with complex needs have been identified in each class. Teachers have developed class language learning plans and individual plans for targeted students. Teachers have worked collaboratively with the APESL and specialist teachers to plan, implement and evaluate the programs. Students have attended the homework centre after school for additional support.
• Initiative two; Professional learning for teachers. Staff have developed a deeper understanding and ability to meet the needs of ESL students, including refugees, to improve
student performance. Teachers have completed an online survey and received support in understanding and using the ESL Scales to plan teaching strategies that meet the needs of ESL learners. Professional learning led by the APESL has built on the collegial culture amongst teachers and including class support through joint planning, discussion and reflection, demonstration, team teaching and assisting teachers in using information technologies.

- **Initiative three: School leadership development.** The school leadership team has worked collaboratively with the staff to bring about significant change and commitment to improve teaching practice K-6. SLL Conferences, Twilight Meetings, cross sectoral school visits, Principal and APESL network meetings have provided opportunities to share effective practices and future school directions.

- **Initiative four: Schools as centres for community activity.** The school has employed an additional CLO three days a week. This has enabled the school to provide improved communication and support for parents. The CLOs have developed structures which link the school with other community organisations and service providers.

**Future directions**

- Continue to develop the leadership skills and capacity of all staff through reflection and engagement in school and cross sectoral professional learning.

- Provide qualitative and quantitative data to highlight the strategies which improve learning outcomes in literacy and numeracy for ESL and refugee students.

- Develop sustainability strategies and approaches to embed improved practices in school culture and further plans.

**Aboriginal education**

The school continues to provide programs through the integrated curriculum to develop knowledge and understanding of Aboriginal history, culture and contemporary Aboriginal Australia. Three hundred students and parents attended Wuruniri an Aboriginal performance by Mathew Doyle. Individualised support and learning plans are provided for Aboriginal students in the school. Students in K-3 have learnt to sing the national anthem in Dharawal. Regional Aboriginal consultants engaged the staff in professional learning activities about the strategies for improved literacy outcomes outlined in the state plan.

**Multicultural education**

Fairfield Public School has 92% non English speaking background (NESB) students from over 60 different language backgrounds. Arabic, Assyrian and Vietnamese are the main first languages spoken by students. The number of refugee families continues to be high at 26%. In 2009, the school received additional support for refugee families. Multicultural perspectives are included in all school activities and programs.

**Achievements**

- The new arrival classes for Stages 1, 2 and 3 students, supported the development of social skills and effective communication skills in English.

- Access to community language programs in Arabic, Assyrian and Vietnamese assisted language development using in-class support and small group structures.

- The Settling In Program, continues to assist students in the process of adjustment and supported their integration to the school community.

- The Refugee Project was implemented in Stage 2 and 3 with additional staffing to support refugee students across two classes. The project was presented at a regional forum. Refugee Week “Freedom from fear” emphasised the contributions refugees make to our community.

- Professional learning for ESL staff through the SLL project and attendance at regional courses.

- School team attended regional training for teaching refugee students in the classroom and promoting positive behaviour with refugee children. The two programs are to be implemented in 2010 and will integrate with the professional learning in the SLL project.

**Respect and responsibility**

The welfare of students and members of the school community is a high priority in the school community. Respect and responsibility are embedded in the school culture and procedures. In 2009 the school:
continued to work in partnership with Fairfield High School. Staff at Fairfield Public School and Fairfield High School collaboratively delivered three terms of the Rock and Water program;

integrated values education into all KLAS;

celebrated Harmony and Multicultural Days;

focused on whole school quality student and learning approach embedded in the student welfare policy;

introduction of peer mediation strategies by SRC for playground activities;

implemented individual behaviour management plans in consultation with staff, school counsellor and other agencies;

developed a teacher and student mentor program in collaboration with a district behaviour specialist for students at risk;

provided leadership opportunities for students through the school SRC and regional leadership forums including regional ambassadors; and

implemented school based welfare programs including anti bullying and buddy classes.

**Academic support**

Fairfield Public School supports students with a range of disabilities including intellectual, physical sensory, language and behaviour. Two students received funding support in 2009. Other students identified as needing assistance were supported through the Learning Assistance Program.

- The Learning Support Team met three times a term to collaborate and develop individual programs and review student progress.
- Two meetings were held with all classroom teachers to review support and provide information for high school placements and class formations in 2010.
- Regular meeting with pre schools and parents supported students entering Kindergarten in 2010. The Starting School Well project targeted and provided bilingual support for refugee families from Term 3, 2009 until the end of Term 1, 2010.
- Itinerant Support Teacher Integration and Behaviour, worked closely with the school to support students.
- SLSOs assist teachers in managing and implementing programs to meet individual needs.
- Students experiencing difficulties and scoring in the lower bands in NAPLAN in numeracy and literacy in 2008 and 2009, were supported by in class support programs with specialist teachers.
- Twenty students were supported by Rainbow Reading and Hubbard Street programs in Stages 2 and 3.
- Professional learning activities were supported by staff meetings and attendance at regional courses eg autism, classroom behaviour – mini skills and engaging students at risk.
- Eighteen students began the Reading Recovery Program. Fourteen students finished on level 16 with two students referred for ongoing support and assistance. One student moved to other schools before finishing the program and one student continued into 2010.

**Progress on 2009 targets**

Progress in meeting the 2009 targets has been verified from NAPLAN data and school based assessment. Some direct comparisons are not possible, due to the change from a state BST to national NAPLAN.

**Target 1**

To improve overall literacy and reading achievement for students in Year 3 scoring in Band 2 or higher and students in Year 5 scoring in Band 4 or higher

Our achievements include:

- An increase in the number of students in Year 3 scoring in Band 2 or higher in reading, writing, spelling, grammar and overall literacy in comparison to 2008 data.
- In Year 5 there was an increase in the number of students scoring in Bands 4 or higher in reading, writing, spelling and overall literacy in NAPLAN compared to 2008
- The school’s growth in reading from Year 3 to Year 5 is below the average growth. The school was 13 points above the state average growth in writing. In overall literacy the school was 12 points higher than the state average growth.
- National benchmark data shows 91 percent of Year 3 students achieved at or above the minimum standard in reading, writing and spelling in 2009. Seventy one percent of Year 5 achieved at or above minimum national standards in reading with over 84% in writing and spelling.
- School based data shows improvement in spelling and oral language development across all stages.
Target 2

To improve students outcomes in numeracy.

Our achievements are listed below.

- There was a significant decrease in the number of Year 3 students scoring in the lower two bands in 2008. More students scored in the Bands 2 or higher in number, measurement and overall numeracy.
- In Year 5 there was no decrease in the number of students scoring in Band 4 or higher in comparison to 2008 data. There was no increase in the number of students scoring in Band 7 and Band 8 in 2009.
- National benchmarks data shows an increased number of students achieving at or above minimum standard in numeracy in Year 3 compared to 2008 school figures. Eighty percent of Year 3 students achieved at or above national standard. Seventy eight percent of Year 5 achieved at or above minimum standard.
- The school growth was slightly above average in state value added data from Year 3 to Year 5. Boys showed higher growth than the state average. Two thirds of students made 80 or more points improvement.
- School based information shows improvements from semester 1 to semester 2 based on the five levels of achievement in the school report.

Target 3

To increase student engagement in learning and to improve learning across the KLAs.

Our achievements are listed below.

- In 2009 there was a decrease in the number of referrals to the Principal and Deputy Principal. Suspension data for the second semester was lower than in the previous year.
- More silver and gold awards were presented in 2009. These were published regularly in the school newsletter.
- The school continues to work on improving student engagement through the focus on quality students and quality teachers and the development of individual educational plans for identified students and ESL students at risk.
- The use of technology in learning through interactive whiteboards, connected classroom and flip cameras continues to enhance engagement in learning. Three more interactive whiteboards are to be installed in 2010.
- The number of parent complaints decreased in 2009.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of creative arts and learning.

Educational and management practice

Learning review

Background

Fairfield Public School is currently implementing the ESL Program Review recommendations from 2008 which is integrated with the SLL project. An evaluation of learning in the school will provide further information to monitor the progress of our implementation strategies. The evaluation committee collected data from many sources including surveys, staff meetings and focus group interviews with staff, students and the community.

Findings and conclusions

- Over ninety percent of students believed the classroom was a stimulating place to learn and teachers found interesting ways to engage them in learning. Students believed the school expected them to do their best.
- Teachers agreed they provided a wide range of resources to assist students with their learning. A shared commitment to continually upgrading skills through engaging in professional activities was shared by a majority of staff. Their ability to work collaboratively with other staff to improve teaching practice was highly valued.
- Ninety percent of parents said teachers discussed their child’s learning and provided opportunities for students to do things in the classroom that were new and different. Parents believed the teachers shared ideas about teaching with other teachers.

Future directions

- Continued implementation of ESL recommendations in the context of the SLL project.
- Focused professional learning to assist teachers develop a deeper knowledge of ESL pedagogy and elements of the quality
teaching framework through collaborative planning.

- Provide opportunities for students to have self direction and reflection on their learning.
- Continue to engage parents in their child’s learning through regular parent contact and participation in school activities.

Curriculum

Creative arts

Background

The school has been developing creative arts programs through stage presentations, school performances, talented visual arts program with Fairfield High School and participation in the district Gillawarna Festival. The creative arts program in each stage is integrated into the Connected Outcomes Groupings (COG) units. The evaluation committee used a variety of strategies including surveys, interviews, student and parent focus groups to collect information.

Findings and conclusions

- Seventy percent of teachers had good knowledge and expertise in teaching drama and visual arts. Teachers believed the COGs units supported the teaching of all the art forms (visual arts, dance, drama and music).
- Most students enjoyed dance and visual arts activities. They indicated they would like to participate more in music and dance activities.
- Eighty percent of parents had attended a stage or school activity involving their child in a creative arts activity. On average, less than ten percent of students participated in creative arts activities outside the school. Over sixty percent of parents considered visual arts and music as important inclusions in the school curriculum.

Directions

- Professional learning for staff in music and drama and participation in whole school performance. Review of school resources and expertise to support creative arts development in the school.
- Provide opportunities for parents to be involved in creative arts activities in the school.
- “Dance2bfit” program to be introduced across the school with the support of P&C funding. Integrated school timetable to support creative arts development.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Students, parents and staff had significant input into the two whole school evaluations. Their responses are recorded in the Learning and Creative arts evaluations.

The SRC is also a vehicle for student opinion and leadership. The classroom also provides opportunities for students to make contributions to the school community.

Meetings were held with parents in Terms 2, 3, and 4 to facilitate communication with the CLO. Sessions also included information on NAPLAN and reporting to parents. The kindergarten transition program was reviewed in light of parent and staff suggestions in 2008. Parents and students attended five weeks of an orientation program.

Staff have input at many levels of the organisation to raise concerns, suggest improvements and lead changes in the school.

Professional learning

In 2009, Fairfield Public School received $25,936 for teachers professional learning. An additional $10,000 was received through the SLL project. This was supplemented by $23,927 from school funds. Professional learning was also supported by PSFP and other grants for specific purposes.

- All staff participated in mandatory training: child protection, emergency care and dignity and respect. CPR training was provided for staff attending sport and overnight excursions.
- Executive staff and new scheme teachers attended training for NSW Institute accreditation. Five teachers implemented Best Start in 2009. Stage 1 teachers also attended training.
- Staff worked in a collegial manner during staff and stage meetings to develop their skills in writing, reading, numeracy, and quality teaching, assessment and ESL pedagogy.
- The average expenditure per teacher on professional learning was approximately $1,108. Over $8,000 of Professional Learning Funds was used to facilitate the professional partners program within the school to support mentoring. Funds also supported technology development in the school.
- The average number of days of professional learning for teaching staff was nine. This included five professional learning days Terms 1, 2, 3 and Term 4. Each stage had a planning day each term.
Ancillary staff attended a session of school based training focused on customer service. Staff attended enrolment registration number training.

School development 2009 – 2011

Fairfield Public School has developed a school plan, consistent with state and region plans under five main priority areas for 2009-2011. The priority areas are: literacy; numeracy; student engagement; teacher quality and community. Specific targets indicated progress in each priority area. These targets aim to improve academic, social and physical outcomes for all students through planned professional learning for the whole school community. The SLL is an integral part of this plan.

Targets for 2010

Target 1

To improved literacy outcomes for students in reading.

Strategies to achieve this target include:

- professional learning focus on ESL pedagogy, assessment using the ESL scales, programming format focused on the language demands of curriculum, high expectations and explicit quality criteria. Implementation of stage based focus on reading with the support of regional consultant using the Literacy on Track program;
- continuation of writing, spelling strategies, Premiers Reading Challenge, Reading is RAD and
- continued focus on consistency of teacher judgements through the ESL scales and English outcomes.

Our success will be measured by:

- increased number of Year 3 students scoring in Band 2 or higher in NAPLAN in overall literacy and reading;

Target 2

To improve student outcomes in numeracy

Strategies to achieve this target include:

- professional learning in 2D,3D,number, problem solving, working mathematically and visual literacy supported by the regional consultant and numeracy committee;
- focused team analysis and planning of student needs including Best Start information; and
- closer liaison with the literacy and numeracy committees.

Our success will be measured by:

- increased number of Year 3 students scoring in Band 2 or higher in number and overall numeracy in NAPLAN;
- increased number of Year 5 students scoring in Band 4 or higher in number and overall numeracy in NAPLAN;
- school average growth data being consistent with state average for number and above state average for overall numeracy; and
- school data and SLL data showing continued improvement in overall numeracy.

Target 3.

To increases student engagement in learning leading to improved learning across all KLAs.

Strategies to achieve this target include:

- SLL activities and use of COGs units including community languages K-6 with an emphasis on high expectations, rich assessment tasks and appropriate resources;
- focus on quality learning environments through professional learning activities including, quality student and quality teacher, peer mediation, interactive whiteboards, visual literacy, boys and girls strategies;
continuation and enhancement of joint high school projects. These include: anti bullying lessons: Rock and Water program, transition and mentor partnership projects; and

whole school focus on creative arts culminating in a school production in 2010.

Our success will be measured by:

evidence from SLL and Refugee Project data and individual profiles ;and

improved student engagement in learning supported by school based reporting data, school attendance and suspension data.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Mrs Natalie Piccinin Deputy Principal
Mrs Lyn Cummings Assistant Principal ESL
Ms Judith Birkett Assistant Principal
Mr Robin Evans Assistant Principal
Mrs Leanne Condran Assistant Principal
Mrs Vicki Miedler Assistant Principal
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: