Our school at a glance

Students

Our enrolment at the beginning of the year was 619 with 305 boys and 314 girls. This pattern remained consistent throughout the year.

In 2008 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: 23
- Stage 2: 23
- Stage 3: 25

Details are provided on page 4.

Significant programs and initiatives

The school ran programs to give additional educational opportunities to students in 2008.

- Active Sports Program funded by the Commonwealth Government operated on Monday, Wednesday and Thursday afternoons with 94 students.
- After School Homework Centre operated in Term 1 and 2. The centre was a joint initiative with Fairfield City Council and the school. A ten week program was provided for parents along with learning support for students.
- The school debating team won at zone level, in the Premiers Debating Competition. They also performed very well in the local competition winning most debates.
- Over two hundred Stage 3 students participated in the Premiers Reading Challenge.
- Forty two schools, 28 authors and 500 students attended the fourteenth Bookfeast organised by Michael Fraser Teacher Librarian, Fairfield Public School. Mr Michael Coutts Trotter, Director General of Education and Training opened the Bookfeast.
- Participation in the International Competitions and Assessments for Schools in English, maths, science and writing for gifted students.
- 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. The challenge included the electronic recording of physical activity, fitness and healthy lifestyles over the period.
- Stage 2 students in 12T, were finalist in the regional film competition. Their film was titled “The Case of the Missing Agent”.

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.

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 raised money towards purchasing resources for students at Fairfield Public School. Activities included: Mother’s and Father’s Day Stalls and Easter Show Bags. In 2008, the P&C worked closely with the school community to review the school uniform policy. Following consultation, new uniform items will be introduced in 2009. They include a new shirt for boys and girls, sports uniform and jacket. Implementation of the new uniform will be over two years.

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 2008 the SRC raised money for Stewart House by organising school discos and mufti days. The SRC also raised funds to buy badges, storage equipment and replace the lunch time sports equipment.

The SRC continued the sports equipment borrowing system in 2008. They also started the help desk at lunchtime to assist students. Their ideas were included in the school uniform review.

The main projects for 2009 include continuing with the sports equipment and help desk at lunch times. They will also raise funds to support Stewart House.

Helen Dinh and Brandon Le

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 619 students enrolled. The school community continues to be mobile.

Student attendance profile

Daily average attendance rates were below the state and regional averages.

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 the class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<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>17</td>
<td>17</td>
</tr>
<tr>
<td>9FC</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>10T</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>11L</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>28R</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>6PT</td>
<td>1/2</td>
<td>14/11</td>
<td>25</td>
</tr>
<tr>
<td>7J</td>
<td>2</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>24AD</td>
<td>1/2</td>
<td>4/6</td>
<td>10</td>
</tr>
<tr>
<td>25K</td>
<td>1/2</td>
<td>13/13</td>
<td>26</td>
</tr>
<tr>
<td>26G</td>
<td>1/2</td>
<td>13/11</td>
<td>24</td>
</tr>
<tr>
<td>27P</td>
<td>1/2</td>
<td>12/13</td>
<td>25</td>
</tr>
<tr>
<td>30L</td>
<td>1</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>31ML</td>
<td>1</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>1P</td>
<td>3/4</td>
<td>11/13</td>
<td>24</td>
</tr>
<tr>
<td>12T</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>13B</td>
<td>3</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>14W</td>
<td>3/4</td>
<td>12/14</td>
<td>26</td>
</tr>
<tr>
<td>15K</td>
<td>3/4</td>
<td>13/13</td>
<td>26</td>
</tr>
<tr>
<td>21S</td>
<td>1/2/3/4</td>
<td>1/5/2/5</td>
<td>13</td>
</tr>
<tr>
<td>19D</td>
<td>3/4</td>
<td>13/13</td>
<td>26</td>
</tr>
<tr>
<td>29K</td>
<td>5/6</td>
<td>6/6</td>
<td>12</td>
</tr>
<tr>
<td>2C</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3W</td>
<td>5</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>4M</td>
<td>5/6</td>
<td>13/14</td>
<td>27</td>
</tr>
<tr>
<td>5A</td>
<td>5/6</td>
<td>12/15</td>
<td>27</td>
</tr>
<tr>
<td>17H</td>
<td>5/6</td>
<td>13/14</td>
<td>27</td>
</tr>
<tr>
<td>18M</td>
<td>5/6</td>
<td>12/13</td>
<td>25</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.
Fifty six percent of teaching staff have been in the school for over ten years with twenty three percent in their first five years. Twenty percent of staff are temporary teachers with ten teachers job sharing on part time maternity leave.

Staff establishment
The school had 43.227 teaching positions and 4.062 ancillary staff support. This included 6 executive staff, 20 classroom teachers and 17.227 specialist teachers.

### 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(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.735</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>6.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Community Language</td>
<td>2.6</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1.092</td>
</tr>
<tr>
<td>Teacher PT</td>
<td>1.0</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>43.227</td>
</tr>
</tbody>
</table>

Staff retention
Two new teachers were appointed to the school in 2008 due to staff transfers.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94.3%.

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>
</tr>
</tbody>
</table>

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

### Income

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>337212.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>304201.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>222920.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>82453.00</td>
</tr>
<tr>
<td>Interest</td>
<td>22281.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>40386.00</td>
</tr>
<tr>
<td>Canteen</td>
<td></td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1009453.00</td>
</tr>
</tbody>
</table>

### Expenditure

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>29056.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>25391.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>26141.00</td>
</tr>
<tr>
<td>Library</td>
<td>8875.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>8362.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>306106.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>126239.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>65217.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>52960.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>29306.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>40003.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>7287.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>724933.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>284520.00</td>
</tr>
</tbody>
</table>

The balance carried forward in tied grants includes $26231 from Investing In Our Schools program and is allocated for interactive whiteboards. Four boards were installed in late December, ready for use in 2009.

A full copy of the school's 2008 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 2008

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.
- Forty students from Years 3 to 6 joined the school choir. Performances included the Gillawarna Festival, school assemblies and presentation days.
- A dance group of twenty students from Stage 2 and 3, performed at the Gillawarna Festival and school presentations.
- A Multicultural Day celebration promoted harmony and diversity. Students and parents performed dances in traditional costumes. The school also promoted and celebrated twenty five years of community languages in public schools with the staff and school community. Fairfield Public School has three community language programs; Arabic, Assyrian and Vietnamese.

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 second consecutive year.
- School teams were premiers in senior soccer and boys’ oztag. We were joint premiers in boys’ t-ball, junior and senior oztag. A total of twenty two students represented the zone at regional athletics, swimming and cross country carnivals.
- Tyrrell Naleba and Langi Suli - Ruka. received Landsdowne PSSA Blue Awards.
- Students in Stage 2 and 3 participated in the annual swimming carnival, cross country and athletics carnivals. In the zone competitions the school was placed second in athletics, second in cross country and sixth in swimming.
- Two hundred and twenty six students in Years 2 to 6 attended the two week swimming program in Term 4. 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 two school gala days involving athletics and fundamental movement skills.
- Students in K-6 participated in clinics with Cricket NSW and Parramatta Eels Rugby League Club developing fundamental skills in throwing, catching, batting and kicking.
- The school entered teams in the NSW Milo Cricket Cup and League Tag 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 68 Year 3 students sat the test, 40 boys and 28 girls. The difference between the genders of students is significant. 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 from 2007. There was approximately a 10% decrease in students scoring in Bands 1 and 2 in reading and overall literacy.
- Information was presented on spelling and grammar. More students scored in Bands 5 and 6 in spelling than grammar.
- Trend data for the school shows a decrease in writing improvement compared to 2007.
• 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 was significantly decreased compared to 2007 data.

• There was an eight percent improvement in numbers of students scoring in Bands 5 and 6 in overall numeracy.

• Number, measurement and space (capacity, length, mass, area, 2D shapes) continue to be areas for development.

• Trend data for the school reflects improvement from 2006 and 2007.

**Literacy – NAPLAN Year 5**

In Year 5, 87 children sat the test, 46 boys and 41 girls. Ninety percent are from language backgrounds other than English.

• The number of students scoring in Band 7 and 8 in overall literacy was lower than in 2007.

• There was an increased number of students scoring in Bands 3 and 4 in reading and overall literacy.

• Students scoring in Band 7 in spelling was closer to the state average.

• School trend data reflects an improvement in reading, writing and overall literacy in comparison to 2007.

• Students were able to spell some four syllable words containing a double consonant and uncommon spelling patterns. In reading, students had difficulty locating and connecting information from illustrations and diagrams. Understanding motivation and purpose caused difficult for many students in reading.

• Students had difficulty with apostrophes, commas 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.
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 2008**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>85</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85</td>
</tr>
<tr>
<td>Numeracy</td>
<td>78</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>64</td>
</tr>
<tr>
<td>Writing</td>
<td>75</td>
</tr>
<tr>
<td>Spelling</td>
<td>76</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>72</td>
</tr>
<tr>
<td>Numeracy</td>
<td>82</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.
- 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.
- Attendance and engagement in literacy and numeracy learning activities was maximised e.g. excursions, visiting performances and the cineliteracy programs.
- Parents and community participated in evaluations, workshops and information sessions including: English conversation classes; NAPLAN; helping children at home; women’s health, and nutritional needs of families. This was supported by the employment of a Community Liaison Officer (CLO) and regional Community Partnership and Information Officers.
- The transition of students into kindergarten and high school was successfully facilitated.
- Over two hundred 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 linked with the Successful Language Learners (SLL) project.
- Build upon and strengthen home school partnerships with the SLL project. This will include a homework support program.

**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.
Fifteen parents completed a new TAFE outreach course Adult Learning and Teaching.

Completion of Refugee Women’s Art “Colouring Our Stories” project with Fairfield City Council.

Increased support for bi-lingual workers through SaCC.

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, water warriors conservation project, early literacy focus group and performances.

Collaborative planning with the Smith Family on the Fairfield Community Garden.

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.

Multicultural education
Fairfield Public School has 90% 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 2008, 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, ensured nineteen students in Stage 2 and Stage 3 had the opportunity to discuss differences, similarities and concerns in a supported small group structure. This assisted students in the process of adjustment and supported their integration to the school community.

• The Refugee Project was implemented in Stage 1 with additional staffing to support refugee students across three classes. The project was presented at a regional forum. Refugee Week “A place to call home” emphasised the contributions refugees make to our community.

• Professional learning opportunities for ESL staff attending regional courses. ESL students are being monitored and tracked.

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 2008 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; and
• had six students participate in the Zone PSSA Values Forum promoted respect and teamwork through sport. The forum was facilitated by members of the Australian Women’s Soccer Team.

Academic support
Fairfield Public School supports students with a range of disabilities including intellectual, physical sensory, language and behaviour. Five students received funding support in 2008. 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.
• 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.
• Thirty students experiencing difficulties and scoring in Band 1 numeracy in the BST in 2007, were supported by individual or group programs.
• Twenty students received additional support through Even Start tuition after school.
• Thirty five 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, hyperactivity and mental health in young persons.
• Eighteen students began the Reading Recovery Program. Ten students finished on level 16 with four students referred for ongoing support and assistance. Two students moved to other schools before finishing the program.

Progress on 2008 targets
Progress in meeting the 2008 targets has been verified from NAPLAN data and school based assessment. Some direct comparisons are not possible this year, due to the change from a state BST to national NAPLAN.

Target 1
To improve students’ capacity to write effectively for a range of purposes through an integrated literacy approach.

Our achievements include:
• A decrease in the number of students in Year 3 scoring in Band 1 NAPLAN in writing, reading and overall literacy in comparison to 2007 data.
• In Year 5 there was not an increase in the number of students scoring in Bands 7 and 8 literacy in NAPLAN.
• The school’s growth in writing from Year 3 to Year 5 is well above the average growth. The school was 26.3 above the state average growth. In overall literacy the school was also higher. However, in reading this was below the state.
• National benchmark data shows more Year 3 students achieved at or above the minimum standard in writing from 2007. Reading achievement is similar to the previous year.
• School based data shows improvement in spelling across all stages. In Stage 1, fifty five percent of students improved their spelling by 100 or more words from the school lists.

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 also scored in the upper two bands in Year 3.
• In Year 5 the total percent scoring in the lower two bands was higher than 2007. There was no increase in the number of students scoring in Band 7 and Band 8 in 2008.
• National benchmarks data shows an increased number of students achieving at or above minimum standard in numeracy in Year 5 compared to 2007 school figures.
• The school growth was above average in state value added data from Year 3 to Year 5 by 15.3.
• 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 2008 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 2008. These were published 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.
• The use of technology in learning through cineliteracy and other programs will be enhanced with the introduction of interactive white boards in 2009.
• The number of parent complaints decreased in 2008.

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 2008 our school completed evaluations of school structure to support the learning needs of English as a second language (ESL) students and Connected Outcomes Groups (COGs).
Educational and management practice
ESL Program Review.

Background
Fairfield Public School completed an ESL Program Review. The review included the School Education Director, School Development Officer, PSP consultant, two ESL Consultants and two teaching staff from the school. The review took four days and collected data from many sources. Interviews were held with focus groups including students, staff and parents. Information and data about the school was collected from many sources including lesson and program observations. The review team reported to the school community and made recommendations for the school to implement over the next two years.

Findings and conclusions
- Students felt happy and safe at school and loved learning new things. They believed all new students were welcomed. Students indicated teachers explained things to help them understand and learn.
- Teachers enjoyed watching students develop skills and confidence in learning. They felt rewarded by teaching in a rich, diverse community. Teachers believed they were valued by parents and students.
- Parents believed the principal and teachers were approachable and cared about their children. They felt teachers had a huge influence on their children’s learning. Parents could see their children’s progress in their learning.
- Five recommendations were made by the program review. These recommendations were supported by strategies and planning with members of the review team.

Future directions
- To develop deeper knowledge of ESL pedagogy and implement in all lessons.
- All staff to use ESL scales for assessment and for reporting progress to parents.
- Teachers to consistently implement the essential language demands in all teaching and learning activities.
- The modification of the new arrival classes to enhance the integration of students.
- Refine the delivery of ESL support to better maximise the achievement of outcomes for ESL students.

Curriculum
Connected Outcomes Groupings (COGs)

Background
COGs was evaluated following a two year trial period of implementation. The units of work include learning outcomes for all the mandatory syllabi and are a way of managing the curriculum. They promote quality teaching and learning and consistency across stage groups. The evaluation committee used a variety of strategies including surveys, staff meetings, interviews, student and parent focus groups to collect information.

Findings and conclusions
- Sixty nine percent of students stated they found the topics and activities interesting. Most students could distinguish between the different curriculum areas.
- All teachers agreed the COGs framework addressed the curriculum outcomes in science and technology, creative arts, human society and its environment, personal development, health and physical education. Assessment tasks in the units were appropriate. The development of rubrics assisted teachers to assess and report across the stage.
- Ninety three percent of parents stated their children spoke about enjoying learning and completing tasks in the different units. Homework often reflected their child’s learning in the class.

Future directions
- Continued implementation of the COGs including developing knowledge of curriculum support materials in English and mathematics.
- Focused professional learning in quality teaching frameworks and rich assessment tasks to be embedded in the units of work.
- Review school timetables to continue uninterrupted learning times and increased support programs for COGs implementation.

Parent, student, and teacher satisfaction
In 2008 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 ESL Program Review and COGs 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 2007. 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. The school completed two additional reviews.

In Term 2 a team of staff reviewed evidence and suggested strategies to focus support on uninterrupted learning times for students. Another team reviewed the school uniform policy. They lead the consultation with students, parents and staff to improve the image and pride in our school. Both teams made recommendations. Some recommendations were implemented in 2008.

**Professional learning**

In 2008, Fairfield Public School received $25,936 for teachers professional learning. This was supplemented by $8,362 from school funds. Professional learning was also supported by PSFP and other grants for specific purposes.

- All staff participated in mandatory training: child protection and emergency care. CPR training was provided for staff attending sport and overnight excursions.
- Executive staff and new scheme teachers attended training for NSW Institute accreditation. Four staff attended NAPLAN data training. Five teachers attended Best Start Training for implementation in 2009.
- 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 $750. 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 six. This included three professional learning days held on day one of Terms 1, 2 and 3. Each stage had a planning day each semester.
- Ancillary staff attended two sessions of school based training focused on customer service. Three 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.

**Targets for 2009**

**Target 1**

*To improve 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 to reading with the support of regional consultant;
- 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;
- increased number of Year 5 students scoring in Band 4 and higher in reading and overall literacy in NAPLAN;
- school average growth data continuing to be above state average in overall literacy and equal to state average in reading; and
- school data and SLL project data showing continued improvement in reading and overall literacy.

**Target 2**

*To improve student outcomes in numeracy*

Strategies to achieve this target include:

- professional learning in number, problem solving, working mathematically and visual literacy supported by the regional consultant;
• focused team analysis and planning of student needs; 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 number and overall numeracy.

Target 3.
To increase student engagement in learning leading to improved learning across all KLAs.

Strategies to achieve this target include:
• SLL activities and use of COGs units K-6, including community languages 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, cineliteracy boys and girls strategies; and
• continuation and enhancement of joint high school projects. These include: anti bullying lessons; Rock and Water program, transition and mentor partnership projects.

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.

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.

Ms Lyn McShane Principal
Mrs Natalie Piccinin Deputy Principal
Ms Judith Birkett Assistant Principal
Mr Robin Evans Assistant Principal
Ms Leanne Condran Assistant Principal
Mrs Vicki Miedler Assistant Principal
Ms Mandy Wells Teacher
Mrs Michelle Adams Teacher
Mr Elvin Casino Teacher
Ms Sandy Wilder SaCC
Mrs Gino Sullo Parent/ CLO
Mrs Jovelyn Bacalso Parent

School contact information

Fairfield Public School
Smart St Fairfield NSW 2165
Ph: 9724 1065
Fax: 9727 9160
Email: Fairfield-p-school @det.nsw.edu.au
Web:
School Code: 1895
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: