

2023 Annual Report

Fairfield Public School



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Introduction

The Annual Report for 2023 is provided to the community of Fairfield Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

Dear Parents and Carers,

After a few years of the COVID-19 pandemic affecting school operations, 2023 saw us return to a more regular school year, with many of the learning opportunities and extracurricular activities returning. During the year, we witnessed our kindergarten students grow from wide-eyed newcomers to confident learners. Experiences like exploring nature at Lizard Log and hatching chicks in the classroom sparked their curiosity and love for learning. Our Year 1 and 2. students enjoyed a trip to Symbio Wildlife Park, which fostered an appreciation for Australian wildlife. Stage 3 students visited the Great Aussie Bush Camp and participated in the Surf Education program. Both of these experiences equipped them with valuable life skills.

A school-wide music program was implemented to allow students to develop their musical and performance skills. In the performing arts, students from all years participated in the Community of School concert, which was held for the first time since 2019. Students in Years 3 to 6 also had the amazing opportunity to attend a performance by the Sydney Dance Company at the Sydney Opera House and participate in a workshop at school with dancers from the Sydney Dance Company.

The Book Week parade showcased students' creativity and love of literature and included children from the Fairfield City preschool, residents of a local nursing home and some of our parents and younger siblings.

I am incredibly grateful for our teachers' unwavering commitment. Through their participation in professional learning, they are committed to making themselves the best teachers they can be and are focused on fostering our students' intellectual and personal growth. The dedication of our office and support staff is outstanding, and their relationships and care towards our students and school community create a smooth and supportive environment.

To our parents and carers, thank you for trusting our school to care for and educate your children each day. While we have a nice partnership with you, we want to see this grow and be the foundation of greater success. As a school, we are committed to fostering a growth mindset within our school community, where challenges are embraced, and continuous improvement is the driving force. High expectations for academic achievement and regular attendance will remain a priority, and we need all members of the school community to be fully supportive of achieving these priorities.

While we have achieved a great deal this year, there is much more to do. As we work toward developing a new strategic improvement plan for the school from 2024 to 2027, a shared commitment to excellence is vital in ensuring our students reach their full potential and have the opportunity to achieve great things in their lives.

Ken Smith

Principal

School vision

At Fairfield Public School, we are dedicated to providing a safe and nurturing environment so student wellbeing strongly supports their personal and academic skills so they can strive to become successful, self-motivated learners.

Fairfield Public School is committed to providing ongoing professional learning for all staff. Evidence-based pedagogy and sustainable practices, driven by data analysis, are at the forefront of our strategic planning. We endeavour to provide students with the opportunities to engage in a challenging and student-centred curriculum which promotes reflective and adaptive thinking, innovation and creativity.

At Fairfield Public School, we strive to engage all members of our community by developing a sense of mutual respect for the diversity within our community, so everyone has the opportunity to have a voice.

School context

Fairfield Public School is located in the heart of the Fairfield Central Business District and was officially opened in 1889 by Sir Henry Parkes.

The school community is committed to providing excellence and equity for all, and there is high trust in the school, the staff and its procedures and practices. There is a focus on developing a safe, stimulating environment that encourages active participation, improvement and learning. The school motto, "Learning Together", symbolises the cooperative partnerships and values of the school. Our multicultural community is valued, and their language, academic and cultural needs are incorporated into all school plans and programs.

The school's student population is transient, and enrolment has declined since 2020. In 2023, 437 students were enrolled, down from 462 students in 2022. The students come from diverse cultural and language backgrounds, with 95% from language backgrounds other than English. A diverse range of 40 languages are represented within the school community, with Arabic, Assyrian, Chaldean, Dari and Vietnamese being the predominant language groups. 40% of the school's enrolments are from a refugee background, many of whom have experienced trauma and have had limited prior educational experiences. Students are supported through additional staffing and extensive resourcing.

The school has a strong academic focus and excels in value-added growth. It provides a wide range of academic and extracurricular programs and initiatives to develop the 'whole child,' including community languages, community and multicultural events, creative arts opportunities, and various sporting activities. Students are provided with leadership opportunities. The school is well-resourced in a variety of technologies to facilitate student learning.

The school is a hub of the local community and frequently a meeting place. It also serves as a venue for community groups. Fairfield City Council has an established preschool on-site. Our Schools as Community Centre facilitates community and supported playgroups and parenting workshops.

The school's teaching staff is a mix of highly experienced and early-career teachers. High-impact professional learning in literacy and numeracy for all staff continues to be a significant focus. Instructional leadership delivers regular team-based sessions, reflecting on current research practices and authentic data analysis to drive improved teaching and learning programs. This is supported by significant equity funds to employ additional human resources and provide various physical resources. These resources enhance instructional leadership opportunities and professional learning to develop our teaching staff and support the learning needs of students.

Ongoing partnerships with external agencies, including The Smith Family, STARTTS, NSW Refugee Health, OzHarvest, CORE Community Services, PARKS and our Wellbeing Health Inreach Nurse, are embedded into the school's ethos to support the community's needs.

As a result of a comprehensive situational analysis, three strategic directions for the 2021-2025 School Strategic Improvement Plan were developed in consultation with parents, students and staff.

The identified strategic directions are:

- 1) Student Growth and Attainment, with a focus on Literacy and Numeracy; and Global Teaching Pedagogy,
- 2) Wellbeing and Engagement with a focus on Social and Emotional Learning and Effective Partnerships for Learning and
- 3) Data Drives Change focusing on Data Skills and Use and Reflective and Adaptive Practitioners.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

When teacher capacity and accountability is strengthened through effective evidence based classroom practices then student learning outcomes will improve.

Initiatives

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

- Initiative 1: Literacy and Numeracy
- Initiative 2: Global Teaching Pedagogy

Resources allocated to this strategic direction

Socio-economic background

AP Curriculum & Instruction

QTSS release

English language proficiency

Low level adjustment for disability

Professional learning

New Arrivals Program

Aboriginal background

Summary of progress

Literacy and Numeracy

This initiative was focused on deepening teachers' understanding and implementation of evidence-based approaches to reading instruction in understanding texts and number, place value and additive strategies in numeracy. Teachers were presented with data from SCOUT related to the Check-in Assessments and NAPLAN to develop their understanding of the areas of greatest need to improve student achievement through item analysis. Professional learning on the new English and Mathematics syllabuses was presented to the teachers by the assistant principals curriculum and instruction. From this professional learning, teachers collaborated with their stage teams to develop a series of lessons in the areas of identified need in reading and mathematics. Professional learning was then supported by shoulder-to-shoulder support in the classrooms by the assistant principals curriculum and instruction (APs C&I) and stage assistant principals to improve teacher competence in the planning and delivery of lessons and assessment practices. The school's APsC&I allocation of 1.6 FTE was utilised to deliver professional learning and in-class mentoring. Stage assistant principals were given one weekly mentoring day to support classroom teachers through observations, modelled lessons and co-teaching.

Exit slips from professional learning showed that it was well received and that teachers were developing confidence in working with the new syllabuses. The assistant principals curriculum and instruction reported that more time was devoted to implementing the English syllabus, and this will need to be addressed in 2024 as student achievement data shows a need for increased teacher confidence and expertise in teaching mathematics. In literacy, PLAN 2 data shows growth from the beginning of the year to the end of the year, across all year levels. The K-2 data is strong, with over 70% of students achieving the agreed markers. 3-6 data shows less growth, with an average of 44.75% of students achieving the agreed markers. The data shows that in year levels where a significant percentage of students achieve vocabulary markers, a high percentage of students achieve comprehension markers. Identifying and summarising the main idea are areas requiring further development. Inferring also requires further development and a focus on increasing student vocabulary to improve fluency is needed. This is further supported by Check-in assessment and NAPLAN item analysis, which shows a need to specifically target the teaching of the main idea, inferential comprehension and vocabulary in context. In numeracy, the end of the year PLAN 2 data showed that the percentage of students achieving the agreed place value and number sense markers had increased. This varied across year levels and ranged from 26% to 92%. While this is encouraging, greater consistency of data entry and more familiarity with the syllabus and PLAN markers are required to ensure appropriate markers are being selected for the assessment of student progress and to guide teaching programs. Teachers participated in professional learning on the Interview for Student Reasoning (IfSR) and implemented it as an assessment strategy. While teachers found the assessment useful, the length of the assessment made it difficult to implement. Item analysis of both NAPLAN and Check-in data show that foundational skills in number sense and place value, along with the development and understanding of the language of mathematics (vocabulary), are required to be able to solve problems and improve understanding of measurement and geometry items. Additionally, greater exposure to various graphs, particularly picture graphs with more than one representation, is required, which could occur across other curriculum areas such as science, personal development, health and physical education.

In 2024, the focus will be on explicit teaching to increase student achievement. This focus will include teacher professional learning on explicit teaching, leading to a research-informed, school-developed explicit teaching model. Implementing the explicit teaching model will be supported by modelled lessons, co-teaching, observations, and feedback from the assistant principal's curriculum and instruction and the assistant principals leading each stage team. The assistant principals curriculum and instruction will also provide support and professional learning to build a deeper understanding of the new syllabuses, as well as guidance and support with programming to cater to all learners' needs. Additionally, professional learning to support improved implementation of the mathematics syllabus will become a priority.

Global Teaching Pedagogy

After significant research and professional learning on effective pedagogical models during Semester 2 in 2022, the information was synthesised to form a school-developed pedagogical model called 'The Fairfield Way', which was presented to staff on the school development days at the beginning of the year. The purpose of the model was to create consistency in teaching practice across the school and lead to greater levels of engagement for the students by planning lessons that included the 5Es of engage, explore, explain, elaborate, and evaluate and in-class implementation through ten high-impact teaching strategies, including setting goals, explicit teaching, multiple exposures, and feedback. The assistant principals curriculum and instruction provided professional learning to teachers on the 5Es and high-impact teaching strategies. They supported the assistant principals leading each stage in developing teaching and learning programs and lessons that incorporated the 5Es and high-impact teaching strategies.

In-class observations and the viewing of teaching and learning programs by the assistant principals curriculum and instruction show some application of the 5Es; however, more must be done to embed them into teachers' daily practice. Teaching and learning programs show that further professional learning is required to differentiate instruction to more effectively meet the needs of students at their point of need. While PLAN 2 data shows the intensive learning support program through small group instruction is having an impact on increasing the growth and achievement of targeted students, more needs to be done to differentiate learning and provide opportunities for high potential and gifted students and students from an Aboriginal and Torres Strait Islander background to ensure goals developed through both the three-way goal setting and personalised learning plans are being supported and achieved.

In 2024, professional learning on effectively differentiating programming and teaching will occur to provide teachers with the knowledge and skills to cater to all students' learning needs. Strengthening and greater consistency of application of the conversation, observation and product (COP) supervisory process is required to ensure teaching and learning programs reflect the differentiation occurring in the classroom to meet the needs of all students. Further to this, an effective system of teachers and the school tracking the achievement and development of student learning goals needs to be developed and refined.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>School Excellence Framework</p> <p><i>Effective classroom practice</i></p> <p>Consolidating at Sustaining and Growing in Lesson planning, Feedback and Classroom management.</p> <p>Achieve Sustaining and Growing in Explicit teaching.</p> <p>Curriculum</p> <p>Consolidating at Delivering in Curriculum provision.</p> <p>Student performance measures</p> <p>Delivering for NAPLAN.</p> <p>Consolidating at Sustaining and</p>	<p>Self-assessment against the School Excellence Framework in the element of Effective classroom practice shows the themes of Lesson planning, Explicit teaching and Feedback to be delivering, however, considerable professional learning has occurred in these themes and evidence collected for and post-external validation indicates progress towards sustaining and growing. Evidence collected and analysed shows the theme of Classroom management to be strongly consolidated at sustaining and growing.</p> <p>In the element of Curriculum, self-assessment against the School Excellence Framework shows the theme of Curriculum provision to be at delivering. Considerable work has been undertaken in this area to ensure teaching staff understand new syllabuses, and the collaborative development of units of work has occurred to ensure effective curriculum implementation</p> <p>In the element of Student Performance Measures changes to the way in which NAPLAN results are reported mean the previous NAPLAN scale and national minimum standards related to the NAPLAN theme are no longer applicable. The school continues to achieve outstanding value-added results in NAPLAN and self-assessment for the Value-add theme is at excelling.</p>

<p>Growing for Value-added and Student growth.</p>	
<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>	<p>The Check-in Assessment mean scale score indicates that the percentage of Year 3 students achieving growth in reading has increased by 0.3%.</p> <p>The Check-in Assessment mean scale score indicates that the percentage of Year 5 students achieving growth in reading has increased by 4.35%.</p>
<p>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>	<p>The Check-in Assessment mean scale score indicates the percentage of students in Year 3 achieving growth in numeracy has increased by 1.44%.</p> <p>The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in numeracy has decreased by 0.43%.</p>

Purpose

When the whole school community supports the wellbeing of students through a strategically planned approach then students learning will improve.

Initiatives

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

- Social and Emotional Learning
- Effective Partnerships for learning

Resources allocated to this strategic direction

Socio-economic background
Refugee Student Support
English language proficiency
Low level adjustment for disability
Integration funding support

Summary of progress

Social and Emotional Learning

During 2023, the school focus was on developing teacher capacity and understanding of evidence-based and trauma-informed practices to improve teacher-student relationships and student-student relationships with an emphasis on developing a greater understanding of Tier 2 and 3 students of the multi-tiered systems of support in Positive Behaviour for Learning (PBL). Throughout the year, teachers participated in professional learning to define major and severe behaviours along with contributing to refinements of the PBL matrix to promote greater consistency across the school when managing student behaviour. Staff also participated in professional learning on support for students from refugee backgrounds, and staff who had not previously participated in professional learning on therapeutic play and limit setting undertook this course presented by the refugee counselling service. The school also continued the employment of a teacher as an assistant principal - wellbeing to proactively support student wellbeing and behaviour and to provide mentoring to teachers.

The professional learning on more consistent understanding and application of the PBL matrix and a focus on high expectations significantly reduced the total number of incidents. The data showed a slight increase in the number of students who received the school's highest award for positive behaviour, from 78.6% in 2022 to 81.5% in 2023.

Support from the assistant principal wellbeing in targeted classrooms positively impacted classroom relationships and student behaviour. 86% of supported tier 2 and tier 3 students showed a significant decrease in classroom and playground behaviour incidents. 67% of the supported students showed a greater than 50% decrease in the number of negative classroom and playground incidents.

Tell Them From Me data showed no significant change in positive teacher-student and student-student relationships. Both areas are 4-5% below the NSW Govt Norm.

The attendance rate and number of students attending 90% or more of the time increased in 2023, which is pleasing. However, 29% of students attend school less than 85% of the time, and this needs to be addressed.

A new strategic improvement plan will be developed and implemented in 2024, with one of the strategic directions focusing on engagement and attendance. The Assistant Principal Wellbeing role has been a highly successful initiative and will continue. Additional professional learning to increase staff skills in developing teacher-student relationships and engaging students in their learning and school life will occur with teachers and learning support officers participating in the Berry Street Education Model Foundation course. An attendance team will be formed to assist in the monitoring of and regular promotion and the of rewarding of outstanding attendance.

Effective Partnerships for Learning

During the year, parents were given opportunities to engage with teachers and their children to support their learning through termly three-way goal meetings. Students participated strongly in this process to develop appropriate learning and social goals with the teacher's support and then refined them during the three-way goal meeting with parents.

Parents were also provided insights into their child's learning through the Seesaw app, where teachers provided work samples, feedback about students' learning, and the opportunity for parents to comment. A welcome to 2023 afternoon was held in Term 1, with local support agencies also invited to showcase how they could support families. Unfortunately, an end-of-year community gathering was cancelled due to inclement weather. Parents were surveyed during the year to determine the effectiveness of school communication and satisfaction with school programs.

Parent survey data indicated that 89% of parents believe information received from the school is clearly communicated and in plain language. 75% of parents use Seesaw to view information from the school or their child's teacher. Teaching and learning programs, along with goal setting by students in consultation with teachers and parents, show a commitment toward student voice and agency; however, Tell Them From Me data shows a need for developing more significant learning partnerships with students that encourage increased motivation and engagement through quality teaching and expectations for success. Plans to establish a parent-representative group have progressed slowly. Survey data shows that 64% of parents believe a parent-representative group is important. However, only 22% thought this should be a formal parents and citizens association. Informal meetings where information is provided are the preferred mode of participation (78%). Parents want to be informed through meetings (58%), with the most popular times for these meetings to take place being just after school drop off (28%) or straight after school at 3:15 pm (33.1%). 73% of parents attended three-way-goal setting meetings with their child's teacher, and community events were well supported.

In 2024, school communication channels will be consolidated, and the purpose of each channel will be clearly communicated. The Skoolbag app will be decommissioned, and School Bytes will be used for finance, payments, excursion details and permissions, and whole school notices, including push notifications and newsletters. Seesaw will be used for posting student work and communication between class teachers and parents. As indicated in the survey data, increased opportunities to meet with parents face-to-face and present information about school programs will occur more frequently, with meeting times being at 9:15 am or 3:15 pm or both. Professional learning for teachers on capturing authentic student voice will take place to drive student engagement and motivation. Expectations for attendance and student success will be clearly articulated through newsletters, push notifications, parent meetings and to students through daily notices and assemblies to increase engagement and create a culture of high expectations.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>ATTENDANCE:</p> <p>A minimum of 81.3% of students attending at 90% of the time.</p>	<p>The number of students attending, equal to or greater than 90% of the time, increased by 9.7%, from 47.3% in 2022 to 57% in 2023, which was above both the Department of Education and similar school percentages.</p>
<p>WELLBEING:</p> <p>Reduction of 25% in negative incidences from baseline data</p>	<p>In 2023, negative incidents decreased 48.35% from the 2022 baseline data.</p>
<p>School Excellence Framework</p> <p><i>Wellbeing</i></p> <p>Consolidating at Sustaining & Growing for the themes of Individual learning needs and Behaviour.</p> <p>Achieve Excelling for the theme Caring for students.</p> <p>Consolidating at Excelling for the theme A planned approach to wellbeing</p> <p><i>Learning Culture</i></p> <p>Consolidating at Sustaining & Growing for the themes of Transition and continuity of learning and Attendance</p>	<p>Self-assessment against the School Excellence framework in the element of Wellbeing shows the themes of Behaviour and Caring for students to be sustaining and growing, and the themes of A planned approach to wellbeing and Individual learning needs to be excelling.</p> <p>Self-assessment against the School Excellence framework in the element of Learning culture shows that the themes of High expectations and Attendance are sustaining and growing, and the theme of Transitions and continuity of learning is excelling.</p>

Achieve **Excelling** for the High expectations theme,

Strategic Direction 3: Data Drives Change

Purpose

When evidence based practice is a whole school focus using effective accurate data to drive change then student learning will improve.

Initiatives

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

- Data Skills and Use
- Reflective and Adaptive Practitioners

Resources allocated to this strategic direction

Socio-economic background
AP Curriculum & Instruction
QTSS release

Summary of progress

Data Skills and Use

Teacher professional learning on data use and analysis occurred several times throughout the year. It was presented by both the principal and assistant principals curriculum and instruction (APs C&I). Stage assistant principals facilitated data conversations, which were supported by APs C&I.

Survey data shows more than 75% of teachers are confident in entering and using PLAN 2 data to understand student progress and to inform planning. 40% of teachers indicated they would like more professional learning to develop their understanding of student achievement data in SCOUT related to NAPLAN and Check-in assessments to help them use this data for planning.

In 2024, analysis and use of data will be vital in effectively identifying areas of need to plan for teaching and learning in literacy and numeracy. Professional learning will be provided to increase teacher confidence in using the tools available to monitor student achievement and plan teaching and learning sequences. Professional learning will emphasise item analysis so that teachers understand specific areas of need that can be targeted when planning to improve student achievement. An increased level of data skills and use for teachers will be vital in ensuring the successful implementation of the new Strategic Improvement Plan.

Reflective and Adaptive Practitioners

During 2023, significant time was spent developing the reflective and adaptive practice of the executive team and teachers. The school's participation in External Validation provided a significant opportunity to reflect on school programs and processes. It provided an opportunity to develop evaluative thinking through collecting and examining evidence to validate the school's self-assessment against the school excellence framework. Time was also provided for teachers to engage with research from CESE and other sources on teaching and learning and to reflect on teaching programs, critically review them and modify or rewrite them so they reflected the requirements of new syllabuses and the needs of students.

The External Validation report and the school's judgements against the School Excellence Framework were validated at the panel meeting, showing that teachers and executive staff had effectively applied evaluative thinking skills. This same mindset was applied to the development of units of work, which resulted in significant refinements to programs.

While there have been positive developments in staff development as reflective and adaptive practitioners, more work needs to be done in this area to strengthen evaluative thinking individually and collectively.

Moving forward into 2024, opportunities will be provided to staff to further participate in research to inform their practice and to develop their data use. Strategic direction teams will be afforded greater responsibility to support collective efficacy through identifying, collecting, analysing and presenting relevant data to the executive team for evaluation purposes.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>School Excellence Framework</p> <p>Data Skills and Use</p> <p>Achieve Sustaining and Growing for Data use in teaching and Data use in planning.</p> <p>Consolidating at Sustaining & Growing for Data Literacy and Data Analysis.</p> <p>School Planning, Implementation & Reporting</p> <p>Consolidating at Delivering for Annual reporting.</p> <p>Achieve Sustaining and Growing for School plan.</p> <p>Consolidating at Sustaining and Growing for Continuous improvement.</p>	<p>Self-assessment against the School Excellence framework in the element of Data skills and use shows the themes of Data literacy, Data use in teaching and Data use in planning to be delivering and the theme of Data analysis to be sustaining and growing.</p> <p>In the element of School Planning, Implementation and Reporting, self-assessment against the School Excellence Framework shows that the themes of Continuous improvement, School plan, and Annual report are sustaining and growing.</p>
<p>Data Skills and Use:</p> <p>80% of staff consistently use data to inform practice, as measured by school based tracking data.</p>	<p>School-developed surveys show that 82.1% of teachers consistently use data to inform their practice.</p>

Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$39,465.84</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 Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for teachers to engage in professional learning on evidenced-based instruction in comprehension during learning and teaching sessions (curriculum reform) with the assistant principals curriculum and instruction • teacher relief for professional learning on progression indicators in the literacy progression sub-element understanding texts (comprehension) guided by the assistant principals curriculum and instruction • teacher relief for professional learning on progression indicators in the sub-elements of Number Sense and Place Value and Additive Strategies to support the implementation of the new syllabuses (curriculum reform). <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased teacher understanding of evidence-based practices for reading and mathematics instruction - increased teacher confidence in planning lessons and units of work in identified areas of need in reading and mathematics - An increased percentage of students achieved agreed assessment markers from the Literacy and Numeracy Progressions assessment markers in English and mathematics. <p>After evaluation, the next steps to support our students will be: A continued focus on deepening teachers' knowledge of the new syllabuses and increasing their skills in using and analysing data to identify areas of need and explicitly targetting their teaching to address those needs.</p>
<p>Refugee Student Support</p> <p>\$47,253.56</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Social and Emotional Learning • Effective Partnerships for learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of extra classroom teachers to reduce class sizes and allow teachers to develop stronger relationships with the students in their class to support their wellbeing • providing support to refugee students to ensure they can access uniforms, equipment and all school events • employment of a bilingual school administrative officer and bilingual learning support officers. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - EAL/D Progression data shows that all cohorts achieved above the school target for students working at emerging or beyond, after one year of learning. This demonstrates that students are in a safe learning environment and have built relationships that have enabled them to learn - PBL and other behaviour data indicate a reduction in minor and major classroom incidents from the previous year - students and their families are supported in accessing the curriculum and

<p>Refugee Student Support</p> <p>\$47,253.56</p>	<p>school events.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - maintaining bilingual support for refugee students and parents - exploring ways to increase the engagement of refugee students and their families in school life and extracurricular activities - teacher professional learning to further develop their understanding of trauma and how they can meet the complex, unmet needs of students who have experienced trauma.
<p>New Arrivals Program</p> <p>\$176,631.00</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 Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to enable students to participate successfully in schooling • employment of additional bilingual support for Dari and Fasi students to assist the transition process and to build relationships with families. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - newly arrived EAL/D students received intensive support to develop their English language skills, which allowed them to engage with their peers and access the curriculum - 84% of newly arrived EAL/D students progressed from the 'beginning' phase to the 'emerging' phase in speaking, listening, reading/viewing and writing when assessed against the EAL/D Learning Progression. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - professional learning to consolidate and increase understanding of the EAL/D Learning Progression for all teaching staff - professional learning for teachers that includes time for professional dialogue with colleagues to review, plan or refine and implement work units that cater to the needs of EAL/D Learners - professional learning for staff to investigate and understand the EAL/D elaborations of the Australian Professional Standards for Teachers - continuing small group instruction for newly arrived EAL/D students with a specialist teacher and bilingual support.
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Fairfield Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Social and Emotional Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs) • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - one-to-one support for students with high-level learning or behavioural needs focussed on achieving personalised learning goals - all Personalised Learning and Support Plans being regularly reviewed and

<p>Integration funding support</p>	<p>updated to meet the needs of students at that point in time and ensuring eligible students are receiving personalised in-class support</p> <ul style="list-style-type: none"> - teachers and learning support officers having an understanding of the purpose of therapeutic play and effective limit setting. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - regularly reviewing integration funding support at learning support team and wellbeing team meetings to ensure its effective use and the making of adjustments to individual student support when necessary - continuing employment of SLSOs to provide in-class support to students receiving integration funding - continual upskilling of teachers and SLSOs to ensure they can effectively support students with high-level needs.
<p>Socio-economic background</p> <p>\$1,126,305.81</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fairfield Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Literacy and Numeracy • Initiative 2: Global Teaching Pedagogy • Social and Emotional Learning • Effective Partnerships for learning • Data Skills and Use • Reflective and Adaptive Practitioners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of an additional teacher to release classroom teachers to participate in collaborative professional learning in literacy and numeracy • the trial and evaluation of an in-class small-group instruction model named Learning Pathways to provide equitable support to students to improve academic growth in literacy and numeracy • the employment of additional staff, including a Deputy Principal and two additional classroom teachers, to support a calm learning environment through reduced class sizes and the development of strong and consistent relationships with students and parents • employment of an Assistant Principal Wellbeing to support social-emotional learning through the shoulder-to-shoulder support of teachers in implementing trauma-informed practices, including therapeutic play • providing students with economic support for educational materials, uniforms, equipment and other items. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased teacher confidence in implementing the English and Mathematics syllabuses - 70% of Kindergarten to Year 2 students achieved school-determined targets related to the national literacy progression - the Check-in Assessment mean scale score shows the percentage of Year 5 students achieving growth in reading has increased by 4.35% - a 48.35% decrease in the number of negative behaviour incidents recorded for classroom and playground incidents - tier 2 and tier 3 students supported through social-emotional learning and therapeutic play showed, on average, a 50% decrease in negative incidents from the end of 2022 to the end of 2023 - a three-and-a-half per cent increase in the number of students receiving the school's highest positive behaviour award - all students have the necessary resources, equipment and support to participate in their learning - all students had the opportunity to participate in excursions, incursions, camps, sports activities, and the school swimming scheme at significantly reduced costs, providing a broad schooling experience, they may have otherwise been unable to access.

<p>Socio-economic background</p> <p>\$1,126,305.81</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue the employment of additional teachers, an assistant principal wellbeing and a Deputy Principal to support student wellbeing, aid student learning, and to provide support to parents/carers when approaching the school on learning and wellbeing issues - to ensure all students have the necessary resources and support to participate in their learning and extra-curricular experiences. - professional learning and teacher reflection to refine pedagogy and enhance teaching and learning practices to improve student growth and achievement in literacy and numeracy - professional learning to strengthen teacher-student relationships.
<p>Aboriginal background</p> <p>\$4,644.90</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fairfield Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 2: Global Teaching Pedagogy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support the development and implementation of Personalised Learning Plans • employment of additional staff to deliver personalised support for Aboriginal students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all Aboriginal students showing progress in the achievement of their goals within their Personalised Learning Pathways (PLPs) - students being supported with their social-emotional development to enhance self-regulation allowing greater participation in learning and achievement of their goals. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued professional learning to increase the cultural knowledge and understanding of staff - increase the prominence and promotion of Aboriginal culture in the school, including renaming the school newsletter 'Bayala Wadi', which is the Darug name for a message stick - ensuring Personalised Learning Pathways identify potential talent and seek authentic ways to develop identified student talent.
<p>English language proficiency</p> <p>\$540,099.08</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Fairfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Literacy and Numeracy • Initiative 2: Global Teaching Pedagogy • Social and Emotional Learning • Effective Partnerships for learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to provide intensive support for students identified in the beginning and emerging phases

<p>English language proficiency</p> <p>\$540,099.08</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Year 3 to 6 EAL/D learners in the consolidating phase are achieving Check-in Assessment mean scaled scores in Reading and Numeracy that are well above those of the similar school group Students in the developing and emerging phases showed growth in mean scaled scores for the Check-in Assessment from the end of 2022 to the end of 2023. - value-added results for Years 3 to 5 for 2021 to 2023 being categorised as 'excelling' - improved classroom practices to support EAL/D students through professional learning and co-teaching with the EAL/D Leader - increased knowledge and use of the EAL/D progressions to moderate student work samples and assess EAL/D students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued personalised and targeted professional development for teachers and shoulder-to-shoulder support in the classroom - ongoing coaching by the EAL/D Leader to the executive team to build their capacity to develop teachers' skill sets in supporting EAL/D learners - ongoing sharing of effective classroom practice by teachers to support each other and build knowledge of effective classroom practices to support EAL/D students.
<p>Low level adjustment for disability</p> <p>\$418,581.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Fairfield Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Literacy and Numeracy • Social and Emotional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Personalised Learning Plans designed with appropriate strategies and goals for all students requiring low-level adjustments for disability - SLSO support has resulted in students accessing the curriculum and supported their learning - an increase in the number of staff gaining the skills and knowledge of the Access Request process, such as gathering relevant documentation, liaising with the counselling team and writing submissions. All Access Requests submitted resulted in enhanced support for individual students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - the continuing employment of SLSOs to support students who require low-level adjustments - professional learning to ensure teaching and learning programs are differentiated to meet a range of student needs - professional learning to ensure teachers and SLSOs understand and know the disabilities of the students they are working with and how to cater to their needs.
<p>QTSS release</p> <p>\$86,763.74</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fairfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Literacy and Numeracy • Reflective and Adaptive Practitioners

<p>QTSS release</p> <p>\$86,763.74</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased teacher understanding and implementation of new syllabuses - collaboratively planned units of work being developed to meet NESAs requirements - assistant principals providing individual and strategic support to teachers through mentoring, demonstration lessons, co-teaching, observation, and feedback to improve classroom practice - 85% of teachers indicated they received feedback during the year to help them improve their work, an increase of 12% from 2022. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - increasing opportunities for teacher collaboration to participate in professional learning as stage teams to strengthen their understanding of explicit teaching practices in reading and mathematics - further strengthening the conversation, observation and product process to ensure teachers are supported in their development through mentoring, co-teaching, observations and feedback.
<p>COVID ILSP</p> <p>\$303,420.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of educators to deliver small-group tuition • identification of students requiring additional support in reading and providing targeted explicit small-group instruction for students in literacy and numeracy • provide ongoing professional learning to staff on the delivery of small group instruction and identified areas of reading and numeracy • regularly updating PLAN 2 data to determine student progress and future focus areas. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - most students participating in the program showed growth towards reaching personal learning goals based on the literacy progression - the data showed more than one level of growth and an increased percentage of students reaching personal learning goals based on the numeracy progression for additive strategies and quantifying numbers. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - a continuation of small group instruction in literacy and numeracy. Small group instruction has had a positive impact on our students. Although funding will be significantly reduced in this area, the model will continue in combination with other funding sources, such as low-level adjustment for disability and socio-economic background.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	310	259	235	223
Girls	259	233	227	214

Student attendance profile

School				
Year	2020	2021	2022	2023
K	90.1	91.7	83.2	87.5
1	88.7	91.0	86.4	85.4
2	86.4	90.8	83.7	89.5
3	89.1	91.5	86.2	88.1
4	90.9	93.3	85.3	89.4
5	89.6	92.6	87.7	89.4
6	91.7	92.0	87.1	89.9
All Years	89.5	91.9	85.9	88.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.6
Classroom Teacher(s)	15.11
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.8
Teacher EAL/D	3.8
School Counsellor	1
School Administration and Support Staff	3.62
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,168,582.28
Revenue	7,654,535.02
Appropriation	7,578,657.33
Sale of Goods and Services	9,354.88
Grants and contributions	50,468.23
Investment income	15,054.58
Other revenue	1,000.00
Expenses	-6,991,085.75
Employee related	-6,088,052.07
Operating expenses	-903,033.68
Surplus / deficit for the year	663,449.27
Closing Balance	1,832,031.55

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

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	141,975
Equity Total	2,089,632
Equity - Aboriginal	4,645
Equity - Socio-economic	1,126,306
Equity - Language	540,099
Equity - Disability	418,582
Base Total	3,143,289
Base - Per Capita	120,240
Base - Location	0
Base - Other	3,023,049
Other Total	959,386
Grand Total	6,334,281

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

School performance - NAPLAN

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

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

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

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

Parent/caregiver, student, teacher satisfaction

Parents/Carers

A survey of parents was undertaken to determine their satisfaction with the school's programs and processes relating to teaching, learning, behaviour, and communication. Responses to the survey were most positive, with the results showing that 86.5% of parents either agree or strongly agree that their child is encouraged to do their best at school, 79.1% believe their child is making progress in reading, 74.6% believe progress is occurring in writing, and 71.6% agree or strongly agree progress is being made in mathematics.

Regarding communication about learning and behaviour, 88% of parents/carers either agree or strongly agree that three-way-goal meetings are valuable in understanding their child's progress, with 89.5% agreeing or strongly agreeing they are well informed about their child's progress. 88% of parents agreed or strongly agreed that they were promptly contacted if there were behaviour concerns about their child and that behaviour issues are dealt with respectfully.

In general, the responses were very positive, with free-form opportunities to respond to a question about two things the school could improve, mainly being responded to with nothing or all good. Among other responses, the most commonly suggested improvements were bringing back library lessons/borrowing, more sports programs, and more opportunities to be involved in the school.

Teachers

In 2023, 86% of the staff participated in the whole of government People Matter Employee Survey. The survey results showed increased positivity by staff in several areas compared to the 2022 results. Areas that improved were: job purpose and enrichment; confidence in notifying managers if they become aware of risks; understanding what is expected of them to do their job well through greater role clarity and support; their personal background not being a barrier to participation in the organisation; a sense of belonging in the organisation; senior managers listening to employees, promoting collaboration and modelling the values of the organisation. Areas that showed improvement but still require more work at a school and department level are manageable levels of job-related stress, time to do the job well, and workplace practices to improve wellbeing.

Students

All Years 4 to 6 students completed the Tell Them From Me (TTFM) survey in Semesters 1 and 2. Survey results indicated a positive trend from Semester 1 to Semester 2 in students' interest and motivation in learning and the effort they are making to succeed with their learning. Student sense of belonging, advocacy at school and positive teacher-student relations decreased slightly during the year and from 2022 data. To address the decline in these areas, teachers will participate in professional learning during 2024 and beyond to develop teacher-student relationships and increase engagement with students to meet their unmet learning and social needs and improve self-regulation, growth, and academic achievement.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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