2010 Annual School Report
Fassifern Public School

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

Students
The school draws over a large area with 74% being out of zone enrolments. 11% are of indigenous descent with the remainder predominantly Anglo European background. All students and their parents share a strong belief in the benefits to be gained in working towards bettering oneself, and the rewards academic success can bring to one’s life. At the same time, being actively involved in sport and creative pursuits is valued and encouraged.

All students have the strong support of parents and caregivers who expect the best from, and for, their children.

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

Significant programs and initiatives
- Priority Schools Program (PSP)
- Best Start
- Restorative Justice Program
- Premier’s Debating Challenge
- Premiers Sporting Challenge; and
- Building the Education Revolution (BER), school library.

Student Achievement

Year 3
- 12 students completed the assessment
- over 70% of students achieved in bands 3 and 4 for literacy
- over 60% of students achieved in band 4 for numeracy; and
- as a grade, the students achieved below state schools and Statistically Similar Group (SSG) cohorts.

Year 5
- 5 students completed the assessment
- Over 60% of students achieved bands 5 or above in literacy
- 60% of students achieved in Bands 5 or above in numeracy; and
- average growth for students was 76 points which is below state average.

Messages

Principal’s message
What was expected to start out as a normal year with some exciting developments in new ways to report student progress to parents from Kindergarten to Year 6, had to be put on hold due to an unforeseen medical condition on my part. During my absence Mr. Ian Baxter an Assistant Principal from Rathmines Public School was willing to step into the role for Term 1 and lead the school.

During this period the school was able to very successfully implement the Best Start Assessment Program for beginning students and produce reports to parents that not only state the ability of the child but also make suggestions as to how a parent or caregiver can assist their child in further growth in learning. This has been the impetus for the other classes to closely look at our current reports with a view to bringing them into line with Best Start.

2010 also saw the commencement of the new Library which is part of the Federal Governments BER. It is planned to be occupied in 2011.

During the later three terms, the school was able to settle back into routine with good progress being made in all academic and sporting areas.

With the acquisition of interactive smart boards, staff have been very enthusiastic to embrace this new technology, and it has been very rewarding to visit rooms and see students being adept at utilizing this technology to a high degree.

Lastly our success is directly contributed to the support of our hard working Parents and Citizens’
Association (P&C), who allocated the funds that they have been saving to the building of a Covered Outdoor Learning Area (COLA) which is anticipated to be completed in 2011.

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.

A. Hudson

P & C message

As this year is my final year as a parent and member of the Fassifern Public School Parents and Citizens Association, I would like to thank all members for their support and efforts in assisting to provide our children with resources that enhance their learning. This year our fundraising efforts included a Disco, Movie under the Stars, Sausage Sizzles, Lamington drives and the Annual Trivia Night. The Canteen continued to be a major contributor thanks to the efforts of Mrs Mason. The Uniform Shop under the guidance of Mrs Greedy has also made the purchase of uniforms easier for parents as well as contributing to the purchase and maintenance of sporting uniforms used by our students on Gala Days.

This year the P&C

- donated funds for the building of a secure storage facility and new mower
- closed a 10 year fundraising account, contributing in excess of $17000 to the purchase and erection of a 12 metre square COLA (Covered Outdoor Learning Area) and
- produced a coloured Year Book for each family.

Clark Greedy
P&C President

Student representative’s message

It’s been a pleasure to be able to represent the school in 2010 as your Captains. The opportunity to lead and support students has been very rewarding and we have both learnt a lot. We have also been able to represent the school at various sporting events, functions and interschool debating where our team did very well.

The student council met on a number of occasions with it’s major achievement being the adjustment of recess times to provide a greater period of play.

This year, Year 6 have held fundraisers with the intention to purchase an electronic bell so that staff and students are able to end and return to classes on time and not rely on some students watches, that at times have been inaccurate.

E Greedy & J Cowie
School Captains

Captains and councillors for the 2010 school year.

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.

Students are drawn from a wide area, many of whom cross local school boundaries in order to attend Fassifern Public School. The gaining and loss of students occurs for many reasons, with no particular one being prevalent.
Student enrolment profile

![Enrolments graph]

The SMS messaging to parents is working well when students are late or have an unexplained absence, as well as providing a broad sweep messaging facility.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<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>K/1</td>
<td>K</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>2/3.</td>
<td>2</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>2/3.</td>
<td>3</td>
<td>12</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

The school has three classes, all being of a composite nature. Kindergarten, Year 1 and Year 2 classes are small in keeping with Department guidelines. The senior class is relatively large due to this initiative.

Management of non-attendance

Student attendance is closely monitored and parents are informed of unexplained absences through the school’s attendance process.

Students working in a Peer Support Group early in the year.
**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1 full time</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2 full time</td>
</tr>
<tr>
<td>Classroom Teachers (Part-time)</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1 day/week</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1 day/week</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2 days/term</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1 full time</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>1 day/week</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1 day/week</td>
</tr>
</tbody>
</table>

Fassifern Public School had no indigenous staff members during 2010.

**Staff retention**

The school retained 75% of its staff from the 2009 year.

**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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

**Financial summary**

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

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Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>15 989.76</td>
</tr>
<tr>
<td>Global funds</td>
<td>68 655.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>50 787.60</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>31 929.13</td>
</tr>
<tr>
<td>Interest</td>
<td>1 318.09</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 821.67</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>171 501.45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>6 121.97</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>1 616.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3 455.14</td>
</tr>
<tr>
<td>Library</td>
<td>1 081.57</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 620.65</td>
</tr>
<tr>
<td>Tied funds</td>
<td>49 245.03</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>16 292.43</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>20 085.62</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9 633.87</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7 907.83</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2 344.98</td>
</tr>
<tr>
<td>Capital programs</td>
<td>15 636.36</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>136 041.45</td>
</tr>
</tbody>
</table>

Balance carried forward: 35 460.00
```

With school funds and assistance from the Parents and Citizens Association, the school purchased a new ride on mower to replace the existing machine. Storage facilities were also upgraded by enclosing the covered space adjacent to the sports room and providing security alarms in this area.

A full copy of the school’s 2010 financial statement is tabled at the Annual General Meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

Education Week student art work.
School performance 2010

Achievements

Arts
The school choir is now well established, with students performing at local nursing homes and in-school events. Future directions include providing a distinctive look to the group by developing a uniform. The Debating Team represented the school on five occasions and students provided a number of art works for exhibition at the Local Courthouse.

Sport
This year the senior students performed very well with representatives moving on to Zone and Regional levels in Swimming, Athletics and Cross Country events. The school continued to be very actively involved in Gala Days in Netball, Rugby League and Soccer. The school also had the services of ex-students who donated their time to run after school training sessions in the lead up to the Gala days.

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 indicates increased levels of skills and understandings being demonstrated in these 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
Twelve students participated in the Year 3 Literacy tests. Performance was down on previous years with special mention being made to spelling, grammar and punctuation. Writing still features as a strong aspect of the schools performance.

The following graphs show the percentage of Year 3 students in each skill band in reading, writing, spelling, grammar and punctuation tests.
Numeracy – NAPLAN Year 3

Twelve students participated in the Year 3 Numeracy tests.

Performance was as expected with most students featuring in Band 3. Whilst most have a good conceptual grasp of numeracy skills, it is seen that the literacy component in a numeracy test tends to thwart students understanding.

Literacy – NAPLAN Year 5

Five students participated in the year 5 numeracy test. Due to the small number of students it is difficult to provide a detailed analysis as it may identify individual students.
Progress in literacy
Average progress in reading for matched students.

<table>
<thead>
<tr>
<th></th>
<th>2007 - 2009</th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>102.4</td>
<td>86.4</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>82.0</td>
</tr>
<tr>
<td>State DET</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students.

<table>
<thead>
<tr>
<th></th>
<th>2007 - 2009</th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.4</td>
<td>79.5</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>65.0</td>
</tr>
<tr>
<td>State DET</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Average progress in grammar for matched students.

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>105.1</td>
</tr>
<tr>
<td>SSG</td>
<td>97.0</td>
</tr>
<tr>
<td>State DET</td>
<td>95.7</td>
</tr>
</tbody>
</table>
Average progress in spelling for matched students.

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>29.0</td>
</tr>
<tr>
<td>SSG</td>
<td>85.5</td>
</tr>
<tr>
<td>State DET</td>
<td>84.5</td>
</tr>
</tbody>
</table>

Note: State growth scores are for students in DET schools only.

Growth data for Spelling and Grammar and Punctuation and comparison data for the newly created Statistically Similar Group (SSG) categories is only available for the period 2008-10.

Progress in numeracy

<table>
<thead>
<tr>
<th></th>
<th>2007 - 2009</th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.2</td>
<td>76.0</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>85.5</td>
</tr>
<tr>
<td>State DET</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

As seen from the above table average student progress is down when compared to State and SSG.

See Target 2

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 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>75</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>67</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>80</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Priority Schools Program (PSP)

With the advent this year of the Best Start Program staff have taken a close look at the method employed to report student progress to parents. Of particular note is the trend to suggest ways in which parents can assist their child to master concepts through adopting basic practices in and around the home. It was felt that this approach is far more beneficial to students than the current practice of stating items that have not been mastered.

During 2010 staff investigated ways in which the current reporting program could be modified to implement these changes. It is planned for implementation in 2011. PSP has provided the resources for this change to occur.

An identified area of need in the school plan was the provision to involve parents in their child’s education. During Term 2 and 3 a number of workshops were scheduled. Response was very poor and the program discontinued in Term 4.

Aboriginal education

With a steady increase in the school’s indigenous population and in line with DET priorities and plans, Fassifern Public School has maintained its focus on providing quality outcomes to students as well as developing a deeper awareness of the importance of our indigenous heritage.

Communication with indigenous parents resulted in the formulation of Personal Learning Plans for these students.
Multicultural education
Awareness of cultural diversity and the important contributions made by Australians from all cultural backgrounds is highlighted in class teaching programs. Multicultural education is incorporated into the Key Learning Areas through literacy themes as well as through dance and Creative Arts.

Respect and responsibility
The school’s Student Discipline and Behaviour Management processes as well as the structured whole school awards system continued to be reviewed and refined. The awards system, in particular, provided the opportunity for students to be recognised for their efforts. This concept of working to continually improve, to achieve personal bests and accept responsibility for behaviour, is reflected in the values education provided in all classes.

Connected learning
Following training in the use of interactive whiteboards and connected classrooms, the 4/5/6 class took part in four video conferences with five other schools.

Staff and students are still investigating the possibilities with the intention to, each term next year, be involved in a series of video conferences.

Local Management Group (LMG)
Fassifern Public School is part of a Local Management Group, established in 2004 to oversee the allocation and disbursement of resources pertinent to student welfare and look at ways to promote public education.

During 2008-2009 the group undertook an evaluation which resulted in the formulation of an upgraded policy and practices. The group also took on an identity with the name Pondee Konara. The group now meets every fourth Wednesday during term, at 7.30am.

Progress on 2010 targets
Target 1
Develop improved assessment and evaluation practices in the area of Literacy
- Strategies to achieve this target include:
  - initial assessment of all students to provide baseline measurement;
  - Best Start assessment data utilised to support students in Kindergarten;
  - Best Start process extended to include assessment of Year 1 group;
  - class programs developed with clear, identifiable outcomes linked to assessment tasks; and
  - Utilisation of IT resources including updated software and interactive resources.

Our achievements include:
- Best Start implemented with reports being sent home twice in the year;
- all class programs linked to assessment; and
- whiteboards, interactive response systems and connected classrooms being used on a regular basis to assist with teaching, learning and assessment.

Target 2
Improve student’s mathematical understanding and engagement through the use of technology
Strategies to achieve this target include:
- Initial assessment of student understanding;
- review of school data in NAPLAN Numeracy Testing;
• extension of the use of software and on-line resources to support Numeracy; and
• student access to motivating and challenging on-line sites that support Numeracy.

Our achievements include:
• improved level of student engagement in learning;
• class programs reflect an awareness of the assessed needs of students; and
• all students in Years 3, 4, 5 and 6 participated in on line learning in mathematics.

Target 3

Promote links between home and school through real-life learning experiences

Strategies to achieve this target include:
• continued dialogue with parents in extending and refining homework and assessment tasks;
• develop processes associated with the use of the Student Response Clickers and provide further staff training;
• use of games and practical activities in class room and as part of the Homework Grid; and
• use of software and online resources promoting independent learning at home.

Our achievements include:
• student progress, as noted through class and school assessment tasks, reflect ones ability to work to set criteria; and
• students are able to access resources at school and at home, then transfer them between sites.

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 2010 our school carried out evaluations of School Planning, English, with a focus on Writing, and the future use of the Library.

Educational and management practice

Planning

To guide discussion, parents, students and teachers were surveyed about various aspects of the school’s operations. Data from surveys provided the school’s evaluation committee with information enabling future direction.

Background

Whilst the school is seen to progress well in directions required by State and Regional plans, it is felt that this process could be improved.

Findings and conclusions

A high level of satisfaction was revealed in student, parent and staff surveys, showing confidence that the school knew what it was doing and that the direction it pursued was for the benefit of all students. However, it is felt that a deeper understanding of the processes involved was not fully evident. Anecdotal evidence in relation to parents speaking outside the school, and questioning some of the school’s operations, indicates this. With the current focus on building work in the school, it was also felt that this has detracted from the core business of education in many parents’ eyes.

Future directions

The committee recommends that the school take steps to improve community awareness and interaction in the school planning process, through formal and informal means.

It is recognized that many parents and caregivers have work commitments that preclude their involvement during the day, and suggests the school investigate alternate means to communicate its directions other than what is being done at present.

See Target 3
Curriculum

Literacy - Writing

Background

Since the inception of narrative writing in the NAPLAN tests, the school has worked to provide students with the skills to perform well in this writing genre as evidenced by the schools results in 2010. With the change towards a persuasive text type in 2011 the school saw it timely to review teaching strategies to align more closely to the forecast change.

Findings and conclusions

Writing, as reported in NAPLAN test results is an area that the school is able to perform strongly in. Staff confidence is also high in the narrative genre.

Through discussion, staff are very apprehensive about providing the best for students in the persuasive text area. All believe that some form of training is necessary in order to teach a new text effectively.

Parents have shown little understanding of the requirements of writing in a particular genre.

Future directions

In order to provide teaching staff with the most up to date resources available, it is recommended that the Support Teacher Learning Activities investigate and report on strategies that would best support teachers. Staff development days and resources are to be allocated to enable all staff to have a thorough understanding of this text type.

The school will also explore avenues to raise parent awareness in text writing.

See Target 1 and 3

Other evaluations

Library

Background

With the planned acquisition of a new Library under the Building Education Revolution (BER) it was felt that an evaluation of current usage be undertaken with a view to creating a facility that would meet the needs of the students, both now and in the future. Staff surveys were conducted through meetings, whilst parents were surveyed through P&C meetings and consultation with local council and department librarians.

Findings and conclusions

The general consensus was that there is a place for a Library in the future. Whilst it may not be so commonly used to research information from books, it will provide the technological facilities and staff expertise to direct students to appropriate sites. It is also seen as a place to develop and encourage a love of learning and reading, for both informative and recreational purposes.

Future directions

In moving into the new facility it is recommended that a cull occur of all reference books that depict outdated social beliefs and large amounts of outdated information. Fiction books that do not present well and duplicate copies are also to be discarded. Intellectual games and activities are to be resourced and a review of times when the library can be accessed by students for recreational reading is also to be investigated.

Parent, student, and teacher satisfaction

During 2010 the school surveyed parents, students and staff on their opinion regarding the school.

Satisfaction amongst the parent body remains high with 95% saying the school is catering well to the learning needs of students. The wellbeing of all students is also seen as a high staff priority.

Students continue to show a very positive attitude towards their school with ‘Friendship’ being a major identified trait. Students feel they
have a major say in the organization of matters that affect them.

Teachers are also pleased with the steps the school takes in maintaining professional expertise in all matters that are new.

**Professional learning**

Teacher Professional Learning activities have been selected to promote staff ability to achieve the aims of the School Management and Priority School Program plans.

With the acquisition of two interactive whiteboards and one connected classroom all staff engaged in a two day training course. This resulted in the school participating in connected classroom programs in Term 4.

Further to early evaluations on Writing, staff have begun training in understanding the complexities of marking and teaching persuasive texts.

During 2010 the department commenced operations of a system to record and organise teacher professional learning called MyPL@Det. This acronym stands for My Professional Learning record held at the Department of Education and Learning. This system now provides teachers and executive with accurate records and information about the training undertaken by staff.

**School development 2009 – 2011**

The school commenced a three year planning cycle in 2009 which covered the areas of literacy, numeracy, and community engagement. Additionally focus was maintained on Aboriginal education, professional learning, student engagement and raising staff expertise in using technology to enhance the teaching learning process.

Yearly targets have therefore been aligned closely with this plan.

**Target 1**

*Maintain schools high standard of student’s writing ability*

Strategies to achieve this target include:

- assess staff strengths and weaknesses in the persuasive text genre
- provide explicit training in the persuasive text genre
- accredit all teachers following training

Our success will be measured by:

- writing features as being a school strength in 2011 NAPLAN
- all students are familiar with the language of persuasive texts

**Target 2**

*Improve student’s ability to comprehend the language of mathematics.*

Strategies to achieve this target include:

- assess and evaluate specific areas of weakness in students of comprehension in mathematics
- development of explicit programs that target weaknesses
- ongoing assessment of student progress in identified areas; and
- draw on the services of the mathematics consultant to advise on strategies.

Our success will be measured by:

- all students showing positive growth from Year 3 to Year 5 in NAPLAN tests in mathematics
- 72% of students demonstrate a minimum of two band growth in 2012

**Target 3**

*Develop and implement parent and community activities that involve and empower, enabling them to make informed decisions*

Strategies to achieve this target include:

- create select parent involvement groups
- provide a variety of workshops that focus on classroom activities for parents; and
- introduce writing as a homework activity
Our success will be measured by:

- 20% of parents involved in at least one workshop
- 70% of students submit 3 or more writing homework responses; and
- 70% of parents, through the satisfaction surveys indicate that the workshops were worthwhile.

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.

Mr. A. Hudson (Principal)
Mrs. N O’Neill (Classroom Teacher)
Mrs. M Dawson (STLA)
Mr. C Greedy (P&C President)

School contact information

Fassifern Public School
9 Miller Road
Fassifern, 2283
Ph: 49592708
Fax: 49504923
Email: fassifern-p.school@det.nsw.edu.au
Web: www.fassifern-p.schools.nsw.edu.au
School Code: 1904

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: http://www.schools.nsw.edu.au/asr