2009 Annual School Report
Fassifern Public School

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

Students

Fassifern Public School provides quality educational experiences for students from the local area and for the 38% who constitute the school’s out of zone enrolment. Students of indigenous descent make up 15% of the enrolment with the remainder mainly having Anglo-European backgrounds.

Students are supported by staff, parents and carers to strive to extend their personal best and to take pride in their achievements.

Staff

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

Significant programs and initiatives

The school has been supported through the Priority Schools Program (PSP) in extending learning opportunities for students in the areas of Literacy and Numeracy, in particular, and in working to engage the school community.

The Early Stage 1 and Stage 1 class further explored Targeted Numeracy Teaching strategies to assist students in the development of mathematical concepts.

Students from Stage 1 to 3 develop their skills through the use of a comprehensive spelling program. This scheme was employed to ensure a sequence of explicit and systematic instruction, graded appropriately to support all students.

The use of Information Technology resources, especially the Student Response Clickers, has resulted in a notable improvement in student engagement with class work and assessment tasks. The extension of the use of Clickers and associated technology will continue during 2010.

Student achievement in 2009

Literacy – NAPLAN Year 3

The results in overall literacy showed an improvement in the percentage of students achieving bands 4 and above. No students scored in the band 1 level. Reading results were above Like School Group (LSG) but below the state.

Numeracy – NAPLAN Year 3

The results in Numeracy showed that 100% of students achieved band 3 or above. There was an increase in the percentage of students scoring in band 6. Students achieved significantly above LSG but slightly below the state in overall numeracy.

Literacy – NAPLAN Year 5

The results in Literacy showed students achieved above LSG in Reading, Spelling and Punctuation and Grammar. In Writing, students achieved results above both LSG and the state.

Numeracy – NAPLAN Year 5

The results in Numeracy showed a significant improvement in the percentage of students achieving band 5 and higher and a reduction in the percentage achieving in bands 3 and 4. Students scored above LSG but below the state in overall numeracy results.

Messages

Principal’s message

It is said that the older one gets, the faster the year goes by. Never was there a truer word spoken and, as well as being very exciting and successful, 2009 has been such a year.

Fassifern Public School started the year investigating improved methods of student assessment. With the success of the ‘Green Clickers’ trial, we looked towards exploring a more refined device with the ability to be taken home by the students. The technology turned out to be incredible and, although it took us down a path that we hadn’t intended, it gave students and staff the assistance that we believe helped our school achieve our improved NAPLAN results this year.

On the other side of the coin (technologically speaking), staff became more aware of the communication capability of the gaming technology that students are exposed to every day. The question arose - Do we really know what is available to enhance our students’ learning and are we really making the most of it?

During the year we experienced an unstable economy, the advent of the Swine Flu and the Federal Government providing unheard of resources and funds. All these have contributed to a very exciting year.

I would like to recognise the efforts of the Fassifern P&C Association who continue to work tirelessly in the background supporting student learning. Our canteen, uniforms shop and other fundraising activities assist the school to access resources that would otherwise be beyond us. This year much work was undertaken in promoting and advocating the schools needs. As a result the solar-powered flashing 40kph signs were installed and technology issues in the school improved. Many thanks for this work.
In conclusion, I would like to thank our entire school community for the help, advice and support provided throughout the year. Without it we could not provide our students with the many educational opportunities that are available to them at Fassifern Public School.

A. Hudson

Parents’ and Citizens’ Association message

A special thank you once again to all students, staff, families & friends for your continued strong support of the P & C Committee. Our fundraising initiatives in 2009 included Movie under the stars, Annual Trivia Night and our various raffles. This has enabled us to make purchases for the school which have a positive benefit to the students and frees up educational funds.

The canteen continues to be a strong fundraiser under the guidance of Mrs Mason. This is one area that requires additional support.

P & C members were involved in lobbying the RTA and local council to address our parking/drop off and pickup issues at the front of the school. Current works suggest that this is moving in a positive direction to improve the safety of our students.

The P & C Committee looks forward to your support in the year ahead.

Clark Greedy
President - Fassifern Public School
Parents’ and Citizens’ Association

Student representatives’ message

After the nerve-racking, suspenseful process of standing for election as school leaders, we have a greater understanding of the responsibilities that we have accepted as school representatives.

The school captains in 2009 represented us well at many inter-school events as well as in the everyday duties that they performed at school. We would like to thank Megan Pearson, Alex Emerton and Thomas McBlane for their efforts.

We’d also like to thank the outgoing year 6 for their contributions to the school. The digital photo-frame that they presented to the school has been greatly appreciated and sits proudly on the office desk, displaying photos of our school.

We look forward to the opportunity of leading and representing Fassifern Public School in 2010.

Jessi Cowie and Ella Greedy
School Captains

School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Student Enrolment</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>48</td>
<td>40</td>
<td>39</td>
<td>33</td>
<td>27</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>28</td>
<td>31</td>
<td>24</td>
<td>32</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Total</td>
<td>94.8</td>
<td>93.8</td>
<td>94.9</td>
<td>92.2</td>
</tr>
<tr>
<td>Region Total</td>
<td>93.9</td>
<td>93.7</td>
<td>93.7</td>
<td>91.5</td>
</tr>
<tr>
<td>State Total</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

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

During 2010, Fassifern Public School will be exploring options to provide SMS messaging to parents in order to simplify the notification process.

Class sizes

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

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3</td>
<td>2</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>K/1</td>
<td>K</td>
<td>10</td>
<td>17</td>
</tr>
</tbody>
</table>
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</td>
</tr>
<tr>
<td>Classroom Teachers (Full-time)</td>
<td>1</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>Priority Schools Program, release from face to face and part time teacher</td>
<td>2.5 days/ week</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1 shared</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>1 day/week</td>
</tr>
</tbody>
</table>

Fassifern Public School had no indigenous permanent staff members during 2009.

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

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

During 2009, the high incidence of influenza and related illnesses resulted in an increase in casual teacher relief.

Due to the large areas of playing field and the advanced age of the school's ride-on mower, maintenance costs were high. This will be addressed in 2010 with the purchase of replacement equipment and the sale of the existing mower.

A full copy of the school's 2009 financial statement is tabled at meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts - In the Creative Arts area the school has worked hard at developing a choir which has performed extensively both in-school and at outside events. The whole school participated in two very successful Drama Afternoons with sell out performances on both days. The Debating Team represented the school on five occasions and the school Leaders attended the Young Leaders Conference in Sydney which has now become a regular event.

Sport - On the Sporting Field we participated in four district gala days often with students in younger grades making up the numbers and representing the school in fine form. Our representation at zone and regional carnivals was also of a high standard. Well done athletes.

Academic - In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.
The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Due to the small cohort of students in year 3 graph and data sheets cannot be used in order to protect students’ identities.

Literacy - NAPLAN Year 3
Year 3 students performed better than the collegial school group in reading. During 2010, spelling, grammar and punctuation will be areas for continued focus.

Literacy – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Average Year 5 - Literacy</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>487.5</td>
<td>471.4</td>
<td>503.2</td>
</tr>
<tr>
<td>Writing</td>
<td>500.0</td>
<td>467.9</td>
<td>491.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>490.3</td>
<td>478.4</td>
<td>503.0</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>493.3</td>
<td>471.8</td>
<td>508.0</td>
</tr>
</tbody>
</table>

In the areas of reading and overall literacy, 72.7% of students achieved above or equal to expected growth between year three and year five. These results were well above state average. Results in writing were particularly pleasing as 83.3% of students achieved above or equal to expected growth between year three and year five. Additionally, 100% of students achieved band 4 or higher in writing and spelling. Aspects of reading, as well as grammar and punctuation, will become a focus for 2010.

Progress in literacy - Reading

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>70.9</td>
<td>76.3</td>
<td>102.4</td>
</tr>
<tr>
<td>LSG</td>
<td>90.8</td>
<td>83.5</td>
<td>87.3</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Progress in literacy - Writing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>54.5</td>
<td>69.8</td>
<td>94.4</td>
</tr>
<tr>
<td>LSG</td>
<td>80.1</td>
<td>73.7</td>
<td>62.5</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 3
The school continues to achieve above regional results in Numeracy, however results were slightly below state average. 100% of year 3 students gained band 3 or higher. The areas of 3D space and time were identified for further development.

Numeracy – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Average Year 5 - Numeracy</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Numeracy</td>
<td>487.4</td>
<td>472.5</td>
<td>502.9</td>
</tr>
</tbody>
</table>

In the area of Numeracy, 91% of year five students showed a growth of between 1 – 3 skill bands (1 skill band equates to 1 school year). Scores in Band 5 or above were achieved by 83% of students. Areas identified as needing revision included time, multiplication & division, chance, position, 3D space and mass.

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>100</td>
<td>100</td>
<td>75</td>
<td>75</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>83</td>
<td>100</td>
<td>100</td>
<td>83</td>
<td>100</td>
</tr>
</tbody>
</table>

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.
**Significant programs and initiatives**

**Priority Schools Program** - Fassifern Public School’s continued involvement in the PSP has enabled staff to develop and implement an ongoing assessment and reporting program. This program uses existing NAPLAN tests, associated resources and interactive Student Response devices (Clickers) to record and report on student progress. Two Numeracy tests for Stage 2, one in language conventions for Stage 2 and one Numeracy test for Stage 3 were administered and analysed. The results identified areas of need and enabled specific programs to be developed.

During Term 2, relief was provided for the administration of Schedule for Early Number Assessment (SENA) Tests, as well as for training in data collection, analysis and reporting.

The school also developed and implemented a Spelling database that provides resources and enables the tracking of student progress across the school.

**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.

**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 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.

**Information Technology** - Continued emphasis has been devoted to developing programs that teach students about IT as well as teaching them how to use IT as a learning tool. During 2009 considerable effort was given to enabling students to access IT resources in the classroom. This included the extension of work stations available to students and the use of data projectors to enhance full class and small group teaching practices. This resource will support teachers towards the introduction of interactive whiteboards during 2010. The use of the Student Response devices (Clickers) will continue to be explored to enable all students to use technology to extend their understanding.

**Progress on 2009 targets**

**Target 1**

*Improve student achievement in numeracy for all students through explicit programming and quality teaching*

Our achievements include:

- No Year 3 students in bands 1 or 2;
- Increase in Year 3 students in bands 5 and 6;
- Reduction of 23% of Year 5 students in bands 3 and 4; and
- 57% of Year 5 students in bands 6, 7 or 8.

**Target 2**

*Improve literacy outcomes for all students*

Our achievements include:

- No Year 3 students in band 1;
- Increase in Year 3 students achieving in bands 4, 5 and 6;
- An increase of 15% of Year 5 students achieving in bands 5 and 6;
- Average Year 5 scores were above LSG in Reading, Spelling and Grammar and Punctuation;
- Average Year 5 Writing scores were well above both LSG and state results.

**Target 3**

*To empower parents and carers to better support their child’s learning at school and at home*

Our achievements include:

- Positive feedback to the use of practical and motivating numeracy resources as part of homework;
- Planning of Homework Grid has progressed towards implementation during 2010; and
- Use of IT resources has resulted in positive feedback on student engagement in assigned tasks at home.
Key evaluations

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

Educational and management practice

Community Involvement and Partnership

Background - A key factor in student learning and development is the relationship that exists between home and school. Over many years the school has worked with parents to promote an environment that welcomes the involvement and contributions of all members of the school community. Data from formal and informal sources have been used to identify perceptions of the success of these ongoing efforts.

Findings and conclusions – Parents indicated that they are confident to work with staff to assist with school projects and to solve problems. Communication between home and school was rated as above average to strong.

Future directions - Continued emphasis will be given to strengthen the link between home and school. The Homework Grid will be introduced and refined during 2010 in association with the use of the Student Response Clickers. The school will work in cooperation with the P&C to extend the group’s membership.

Curriculum

Numeracy

Background - As an ongoing focus area within the school’s management planning process and a targeted area within the Priority Schools Program, the development of students’ skills and positive attitudes towards Numeracy have been a high priority at Fassifern. The following data has been gathered through ongoing formal and informal surveys and reviews.

Findings and conclusions - Students demonstrated a high level of engagement in Numeracy with 88% of students indicated that they enjoyed Numeracy activities. They were confident in this area, especially with games and the use of Information Technology. Parents indicated that their children were confident in Numeracy and practiced their skills in a variety of contexts.

Future directions – Assessment and data analysis will continue to form the basis of monitoring improvement in Numeracy. Practical activities with a link to home will be extended during 2010 through the use of the Homework Grid. Online resources will be further employed to engage and extend students.

Parent, student, and teacher satisfaction

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

Parents at Fassifern Public School indicated an above average to high satisfaction rating of 94%. Students showed a positive attitude towards their school with a central theme of the student survey responses being that of a sense of ‘Friendship’. Students overwhelmingly felt that they had a say in what happens at school (93%). Teachers felt that they were well supported in utilising modern technology to extend their professional expertise.

Professional learning

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

Staff across K-6 participated in the ‘Keep Them Safe’ in-service package to ensure an understanding of the processes and requirements of new legislation and a working knowledge of the Child Well-being Unit.

Asthma Awareness training during term 3, provided staff with an update on supporting and assisting students suffering from asthma.

Teachers in K/1 were provided with an introduction to the Best Start assessment process. Further development opportunities will be provided during Term 1, 2010. This will ensure effective use of the assessment and analysis of the data to inform class programs.

The introduction of Interactive Whiteboards in classrooms and their effective use will require a considerable commitment of resources during 2010.

School development 2009 – 2011

Targets for 2010

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 success will be measured by:
- Initial assessment recognises areas of individual student need;
- All class programs linked to assessment; and
- Information Technology 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 success will be measured by:
- improved level of student engagement in learning;
- class programs reflect an awareness of the assessed needs of students;
- school’s average NAPLAN result to equal or better Australian averages; and
- average progress scores from year 3 to year 5 will continue to improve.

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; and
- use of games and practical activities in class room and as part of the Homework Grid; and
- use of software and online resources promotes independent learning through use at home.

Our success will be measured by:
- student progress through class and school assessment;
- students and staff utilising the Clicker technology effectively;
- students using resources at school and at home; and
- response to surveys and anecdotal evidence regarding student engagement and confidence in Numeracy at home.

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 in line with the current School Management Plan 2009 - 2011.

Mr A. Hudson  (Principal)
Mr I. Baxter  (Relieving Principal)
Mrs N. O'Neill  (Classroom Teacher)
Mr C. Greedy  (P&C President)

School contact information
Fassifern Public School
9 Miller Road, FASSIFERN 2283
Ph: 49 592708 Fax: 49 50 4923
Email: Fassifern-p@det.nsw.edu.au

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: