Our school at a glance

Students

The school draws over a large area with 67% being out of zone enrolments. 14% are of indigenous descent with the remainder, predominantly Anglo European background. All students share a strong belief in the benefits to be gained in working towards academic success whilst at the same time being actively involved in sport and creative pursuits.

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

Staff

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

This year saw the retirement of Mrs Dyson-Smith and Mrs Boyd as of January 2009 will fill her position.

Significant Programs and Initiatives

Through the provision of the Priority School Program, the school was able to provide an Intensive Literacy program in Kindergarten and Year 1 classes, reprogram and administer an improved Spelling program and run a very successful Kindergarten Transition program.

In response to low achievement in Spelling the school initiated innovative methods of program delivery resulting in improvement that placed the school above Regional and State averages.

The use of Interactive Technology to improve students’ comprehension skills has also been implemented.

The Kindergarten transition program was well received with feedback indicating that all parents were very impressed with the program.

Thanks to funds provided under the Investing in Our Schools program, the playground now boasts a new fixed equipment playground that meets all appropriate standards.

Community involvement continues at a high level with achievements resulting in being the drafting and testing of a Sports Award Policy and a very successful Drug Forum hosted by Year 6 students.

The Parents’ and Citizens’ Association continues to provide resources to the school with monies in excess of $2600 being raised to support Reading and Technology.

Student Achievement in 2008

Literacy – NAPLAN Year 3

Spelling featured as being well done within the Language Conventions section of the Literacy test, followed closely by their ability to infer relationships between characters and locate information when reading.

Numeracy – NAPLAN Year 3

Students achieved well in being able to identify the face value of whole numbers and be able to calculate a total value. This was followed with the ability to describe a location and being able to work out the best chance when using a spinner.

Literacy – NAPLAN Year 5

75% of students featured in Band 6 or above whilst 50% showed a two-band growth improvement. The school showed a correct response that was 10 or more above the state average in grammar, punctuation and spelling.

Numeracy – NAPLAN Year 5

75% of students demonstrated a greater than 2 band improvement in numeracy with a better than state average in understanding timetables, interpreting column graphs and understanding position in relation to compass points.

Messages

Principal’s Message

During 2008 the school has continued providing the best for its students, demonstrated by improvement in the NAPLAN tests and the innovation and programs offered to all.

Staff development activities in understanding improved program delivery in Mathematics have had a major flow on to all students and it is hoped this will be reflected in future external tests.

Thanks to the involvement of all families the school has been successful in gaining Priority School Funding for the next four years.

The school continues to gain recognition in the District for its involvement in debating and sport.

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

A special thank you to all students, families, and teachers for your continued support of the P&C Committee. Some of our fundraising initiatives this year have included a Disco, Movie under the Stars, Sausage Sizzles, Lamington drives and the Annual Trivia Night. The Canteen under the leadership of Mrs Mason has been a consistent fundraiser and has provided students with the opportunity to handle money and enjoy healthy food.

This year the P&C contributed
- red, blue and green literacy boxes;
- contribution to blazers for school representatives;
- assistance in purchase of a new photocopier;
- a slushy machine for the canteen; and
- A colour 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 2008 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 three occasions and we would like to thank the other councillors for their support in our role.

We would also like to congratulate Year 6 on working hard and being able to present to the school two house and 1 school flag to be used at sporting events.

T Fozzard-Bartlett & C Robinson
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.

<table>
<thead>
<tr>
<th>Student enrolment profile</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>53</td>
<td>48</td>
<td>40</td>
<td>39</td>
<td>33</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>31</td>
<td>24</td>
</tr>
</tbody>
</table>

Student Attendance Profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.2</td>
<td>94.8</td>
<td>93.8</td>
<td>94.9</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.9</td>
<td>93.7</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3</td>
<td>3</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>K/1</td>
<td>K</td>
<td>5</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of Classes

Classes are arranged in groupings that closely align with the stages taught and the ability levels of individual students. The school has a Kindergarten/Year 1 class, a Year 2/3 class, and a Year 4/5/6 class.

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

The school is serviced by
1) one teaching principal;
2) two classroom teachers;
3) one teacher librarian (1 day per week);
4) one support teacher learning assistance (1 day per week);
5) one casual teacher for PSP supplementation, part time and release from face to face teaching (2.5 days per week);
6) one school administrative manager;
7) one school administrative officer (1 day per week); and
8) one part time general assistant (1 day per week).
Staff Retention
The school retained 100% of its staff from the 2007 year.

Staff Attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.3%

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>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 areas such as permanent salaries, building and major maintenance.

**Date of financial summary:** 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>87 291.79</td>
</tr>
<tr>
<td>Global funds</td>
<td>61 493.02</td>
</tr>
<tr>
<td>Tied funds</td>
<td>36 060.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11 466.35</td>
</tr>
<tr>
<td>Interest</td>
<td>3 858.92</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 352.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>201 522.28</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>10 147.71</td>
</tr>
<tr>
<td>Excursions</td>
<td>2 799.42</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3 642.69</td>
</tr>
<tr>
<td>Library</td>
<td>685.84</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>687.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>99 284.13</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>8 633.03</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>27 477.07</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8 850.58</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2 542.30</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 307.10</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4 680.53</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>170 737.86</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>30 784.42</strong></td>
</tr>
</tbody>
</table>

Major items of expenditure were the playground equipment and a flagpole being installed in the school during the year.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School Performance 2008

Achievements

Arts
In conjunction with Blackalls Park Public School, students attended dance training, one afternoon a week, which culminated in a Dance performance over two sessions in term 4.

Under the direction of Ms Jones students entered the Naidoc Week Art Competition with students work being on display at the Toronto Court House during term 4.

Sport

All students participated in the Premiers Sporting Challenge, which ran for 10 weeks in Term 3 with all students gaining a Gold Certificate and the school receiving a seeding grant of $1000 for sports equipment.

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)
Literacy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Average Marks Year 3 Literacy</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>384.8</td>
<td>379.4</td>
<td>412.2</td>
</tr>
<tr>
<td>Writing</td>
<td>381.9</td>
<td>405.8</td>
<td>427.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>421.6</td>
<td>400.8</td>
<td>418.6</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>381.0</td>
<td>381.1</td>
<td>416.4</td>
</tr>
</tbody>
</table>

As the number of students who sat the test was less than 10, graph and data sheets cannot be used in order to protect students’ identities.

Eight students sat the Literacy component of the test with the school performance in various areas shown below. The LSG refers to other schools in the local area.

Numeracy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Average Marks Year 3 Numeracy</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy overall</td>
<td>364.6</td>
<td>380.9</td>
<td>409.6</td>
</tr>
</tbody>
</table>

Whilst the school featured poorly against the State and Like School Groups, 87.5% of students gained Band 3 or higher. Areas that featured as poorly done, included 2D Geometry, locating data from a table and multiplication involving quarters.

See Target 1

Literacy – NAPLAN Year 5

As stated above the number of students who sat for the Year 5 NAPLAN test was five and as such graphs cannot be used to represent the data.

<table>
<thead>
<tr>
<th>Average Marks Year 5 Literacy</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>515.8</td>
<td>460.6</td>
<td>494.4</td>
</tr>
<tr>
<td>Writing</td>
<td>515.0</td>
<td>474.4</td>
<td>495.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>499.6</td>
<td>484.5</td>
<td>498.5</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>516.0</td>
<td>469.7</td>
<td>504.5</td>
</tr>
</tbody>
</table>

Year 5 performed well when compared to Like School Groups and the State with areas of strength being grammar, punctuation and spelling. The identification of punctuation when using indirect speech and using personal pronouns are areas for improvement.

Numeracy – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Average Marks Year 5 Numeracy</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy overall</td>
<td>447.6</td>
<td>461.2</td>
<td>489.1</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.

| Percentage of Year 3 students in our school achieving at and above minimum standard |
|---------------------------------|-----------------|-------|
| Reading                         | 88              |      |
| Writing                         | 100             |      |
| Spelling                        | 100             |      |
| Punctuation and grammar         | 100             |      |
| Numeracy                        | 100             |      |

| Percentage of Year 5 students in our school achieving at and above minimum standard |
|---------------------------------|-----------------|-------|
| Reading                         | 100             |      |
| Writing                         | 100             |      |
| Spelling                        | 100             |      |
| Punctuation and grammar         | 100             |      |
| Numeracy                        | 100             |      |

Significant Programs and Initiatives

Priority Schools Program

The school received $17100 and an additional 3 hours per week staffing supplementation under the Priority Schools Program (PSP) to support student learning. These funds were used to provide additional staffing that enabled the school to run:

- intensive literacy groups in Kindergarten / Year 1 classes for 3 days a week over 30 weeks. This resulted in all Kindergarten students knowing all sounds and 30% Year 1 students reaching Level 16 in reading.
- explicit reading and comprehension lessons for all students in Year 2 to Year 6 for 10 weeks using interactive technology. The results showed an increase in students concentration span and the ability to make inferences on a logical basis;
- a kindergarten transition program that saw staff visit all preschools in the area and speak to parents and staff in Term 2. This culminated with the implementation in Terms 3 and 4 of a five week induction program for new students resulting in a
very high satisfaction level from preschools and parents alike; and

• the design and administration of a Year 2 to 6 spelling program that saw students spelling results in the NAPLAN test exceed State and Like School Group averages.

Aboriginal Education
The schools Indigenous population is 12%, which is a 1% increase on 2007.

An ongoing focus recognising our indigenous heritage through developing and maintaining contact with members of all families is fostered in all class and school activities.

The school undertook a whole school excursion in Term 4 to the Awabakal Field Studies Centre to learn more about the people who inhabited this area prior to white settlement.

Multicultural Education
Cultural diversity and cultural knowledge is highlighted in all HSIE Units when appropriate and supported through dance and artistic activities.

Student representatives attended the Harmony Day activities at Newcastle University and then shared their efforts with the remainder of the school at meetings and assemblies.

Respect and Responsibility
In conjunction with other schools in the Management Group, staff attended workshops on improving student behaviour in and on the playground. This resulted in modified playground activities that have reduced the number of anti-social behaviour incidents during this time.

Staff continue to promote values education in all lessons and activities which has contributed to the enviable position of the school.

Interactive Technology (Clickers)
In an effort to reduce the feedback time for students on work done and to keep an accurate record, the school purchased 28 Green Clickers. These have proven very popular with the students and the process of explicitly teaching has been enhanced. The success has extended from the classroom with senior students putting together a Drug Forum and running it at a special day at the school with all students and parents in attendance.

Progress on 2008 targets
Target 1
Improve literacy outcomes for all students through explicit programming and quality teaching.

Our achievements include:

• a school scope and sequence in English that links other KLA’s and stipulates text types to be studied;
• 75% of year 5 students show a two band improvement in literacy; and
• matched students’ growth in writing improved by 28% being only 1.4 points below the state average.

Target 2
Improve numeracy outcomes for all students through explicit programming and quality teaching.

Our achievements include:

• Early Stage 1 and Stage 1 students using a newly developed maths program;
• In the Year 3 NAPLAN test addition featured as being well done; and
• 29.3% increase in year 5 students gaining band 5 or higher and a 3.1% increase in Year 3 students gaining band 3 or higher.

Target 3
To continue the work done in developing a culture that values and supports engagement to become life long learners.

Our achievements include:

• 100% of students being involved and gaining recognition in the Premiers Sporting Challenge;
• indigenous students and their families having a close working relationship with the school;
• homework is completed and returned on a regular basis by 89% of students; and
• student attendance rates continue to be above state and regional levels.

Key Evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Communication and English.
Educational and Management Practice

Communication

Background
Over the past four years the school has enjoyed a very healthy level of interaction with its community. It was felt that a good understanding was held by the school of the community’s expectations, and were surprised by the small number who transferred schools at the end of the year. A survey was constructed and the results published.

Findings and conclusions
Response to the survey was poor but follow up questioning of individual parents produced the following results,
- the new look changeable sign was a big improvement and the impetus needs to be maintained;
- an improved method of messaging (suggested SMS) be implemented; and
- newsletter changes are good and need to be maintained.

Future directions
A policy and procedure to be drawn up in regard to the operation of the changeable sign so that it does not fall on one person for extended periods of time. Through PSP funds, relief be provided for the newsletter to maintain it’s new look and once again, responsibility to be delegated to staff on a rotational basis. SMS messaging to be researched and implemented as soon as possible.

See Target 3

English

Background
English has been a focus of the school over the past three years with a number of areas being identified as needing improvement. This year was the first year of implementation of the Scope and Sequence developed to incorporate other KLA’s and a school based spelling program. Close monitoring of programs and outcomes occurred as well as surveying parents and students.

Findings and conclusions
Class programs indicated a wide level of understanding of programming for an explicit outcome though assessment tasks do not always reflect this. The availability of resources in Stage 2 that were graded appropriate and in small enough steps was also cited as being a hindrance. Student response to studying a text pertinent to a particular genre in Stage 3 was also very positive and parent comments about younger students having a text to study and take home (like the big kids) would be a good step.

Staff understanding of the requirements of marking in the NAPLAN test was also poor.

Future directions
It is recommended that funds be made available to address the deficiency in resources in Stage 2 and for staff to share programs that indicate best practice with other staff. Staff development activities also need to focus on providing an understanding of the requirements of Writing in the NAPLAN test.

See Target 2

Parent, Student, and Teacher Satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. This was part of the planning to implement an Improved Communication and School Promotion Plan over the next three years.

32% of families responded, with 60% saying that they would recommend this school to other parents. Areas that could be improved included the encouragement of parents to be involved more in school activities, general cleanliness and maintenance of the school and improved resources.

Professional Learning
Teacher Professional Learning activities undertaken by staff in 2008 were aligned to the school management plan and featured extensive consolidation of programming for identified literacy outcomes.

Kindergarten and Year 1 teachers have continued to work in conjunction with the District Mathematics Consultant to consolidate a mathematics program that aligns very closely with the syllabus and is delivered in accordance with current thinking.

School Development 2009 – 2011

Targets for 2009

Target 1

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

Strategies to achieve this target include:
- developing a two year focus on Numeracy within the school;
- participating in Targeted Numeracy Teaching as part of the schools PSP involvement; and
• using interactive technology to supplement the assessment, reporting and planning process in each classroom.

Our success will be measured by:

• 80% of students featuring in the top three bands for their year group in NAPLAN tests;
• class programs reflect schools scope and sequence and show explicit programming; and
• interactive technology is used on a regular basis to guide assessment and future planning

Target 2

*Improve literacy outcomes for all students.*

Strategies to achieve this target include:

• maintain the small literacy groups in Early Stage 1 and Stage One classes with PSP funding;
• monitor spelling results in NAPLAN tests to gauge effectiveness of the new spelling approach; and
• conduct staff development activities that enhance teachers’ ability to program explicitly and understand how writing is marked.

Our success will be measured by:

• 80% of Kindergarten, Year 1 and Year 2 students achieving Reading Recovery levels 6, 16 and 26 respectively;
• spelling continues to feature as being better than state and LSG averages; and
• all Year 5 students show a 2-skill band improvement in NAPLAN tests.

Target 3

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

Strategies to achieve this target include:

• maintaining and updating individual learning plans for indigenous and selected students;
• developing and implementing a school communication plan that supports parents being advocates for public education;
• surveying, developing and implementing a program that meets the needs of parents to better support their child’s education using PSP funds; and
• investigating, planning and implementing an innovative way to engage students in homework.

Our success will be measured by:

• attendance of indigenous students improves;
• 100% of families return questionnaire and 12% are represented at follow up activities held during the year;
• communication plan created and implemented with changes noted in signs, newsletter and messaging activities; and
• homework being done on a regular basis with records kept that provide students and staff with a meaningful record.

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

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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: