Fassifern Public School
Annual School Report
Our school at a glance

Students
The average student enrolment for the 2012 academic year at Fassifern Public School was 55 students. This comprised 24 males and 28 females. Fassifern Public School has 1% Aboriginal student enrolment. Daily attendance for the school was 93.3% which was close to both the state and regional attendance rate. The school had three classes in 2012.

Staff
Fassifern Public School has a dedicated staff that is committed to providing relevant, engaging learning programs. In 2012 we had two classroom teachers, two part time teachers and one teaching principal delivering teaching and learning programs and four support staff who were both full and part time employees. All teaching staff meets the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
There were numerous programs and initiatives that had a significant impact on the welfare and learning of the students in 2012. These programs include:

- Learning Support teams
- Aboriginal Education programs
- Transition – Pre to K and 6-7
- Australasian competitions in literacy and numeracy facilitated by the University of NSW.
- Performing Arts
- Environmental Education
- Student Leadership
- Gifted and talented programs

Student achievement in 2012
55% of the Year 3 students performed at the state average and above in Reading and Spelling and 66% performed at state average and above in numeracy in the 2012 National Assessment Program – Literacy and Numeracy (NAPLAN). In Writing Year 3 school achievement was placed as high Band 5.

In the 2012 NAPLAN Year 5, 80% of students received a band 5 or higher in reading, spelling and grammar and punctuation. In Year 5 writing 60% of the school achieved Band 5 and higher.

In Numeracy, 100% of students in Year 5 received band 4 or higher with strengths in Data, Measurement, Space and Geometry.

Messages

Principal’s message
This report provides a brief overview of our 2012 school year, our programs and our achievements. It provides feedback on evaluation of our goals for 2012 and identifies major targets for 2013.

Throughout 2012 we provided an environment for our student body that nurtured learning and the desire to acquire new skills. The school has supported the development of respect for oneself, respect for others and the ability to take responsibility for one’s decisions. Together students have been given opportunities to thrive while learning about our world and learning about themselves.

Working together with parents has provided a host of cultural and sporting opportunities in which our students could fully participate and learn.

Our excellence in provision of technology continued with the purchase of 15 new IPads and the purchase of a Wifi system throughout the school for all students.

In 2012 the school focused on Sustainability Education for all students as part of Environmental Education resulting in a garden area for all children to grow vegetables in and the establishment of a herb garden.

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.

Kenneth Brooks
Principal 2013
P & C Message

As 2012 comes to a close we the P&C would like to say a special thank you to all students, families and teachers for your continued support of our school and the P&C Committee.

This year the P&C group has tried to raise as much money for the school as we could, some of our fundraising activities for the year have included: raffles, sausage sizzles, a lamington drive, both Mothers and Father’s Day stalls, the entertainment books, a toy drive and the movie under the stars night.

Our P&C Involvement and fundraising initiatives not only give us the opportunity to purchase things for or donate funds to the school but also to be involved in the school. We form friendships with each other, the children and the teachers. This is such a valuable network, after all, these are the people our kids spend most of their time with.

I would like to say a huge thank you to each and every person who has helped out with the P&C and the school this year. We all lead very busy lives and all the time and effort that is put in is often very much behind the scenes and unseen by many but so very much appreciated.

We are hoping to see some more faces next year at our meetings, or helping out with the Tuckerbox and fundraising or dare I say all 3. Please come along to a P&C meeting next year, help us help the school and the kids. As they say, many hands make light work.

To our outgoing year 6 students, congratulations on all you have achieved here at Fassifern Public School, we are so very proud of you and you will all be greatly missed! We wish you all every success and great enjoyment as you begin the next phase of your education at High school. We would like to thank you for all the times you helped out, for the laughs and the good times we have shared with you all and last but not least for being such great role models for the younger students.

Good luck for all your future endeavors guys, well done!

Lastly I want to say congratulations to Mr Hudson on your retirement. You have done a fantastic job as Principal here at Fassifern for the last 10 years. I myself have only been here for the last 4 years but am more than thankful that you have been here for that time too. Our children are richer for having you teach, guide and mentor them during the years that you have been here. You have been more than just a principal, you have been a friend to our children and have always gone above and beyond and we appreciate that so much. We will all miss you immensely and it is going to take a long time to get used to you not being here every day. We wish you every happiness in your retirement and hope that you enjoy every second. Thank you Mr H.

Paula Field (P&C President)

Student representative’s message

This year has been a great last year at primary school.

I would like to thank all the teachers and a special thank you to Mrs Dickinson for her hard work, Miss Dedman for being an inspiring and encouraging teacher and for believing in me, also thank you and farewell to Mr Hudson who has been an awesome principal and teacher.

Farewell to my fellow Year 6’s and I hope you do well in High School. Thank you to my friends for making my years at Fassifern Public School so enjoyable.

I wish Ivy-lee and Ky the best of luck next year and hope they enjoy being school captains as much as I did.

Shannen Dalton and Claire Enright
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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>39</td>
<td>33</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>25</td>
</tr>
<tr>
<td>Female</td>
<td>31</td>
<td>24</td>
<td>32</td>
<td>31</td>
<td>27</td>
<td>30</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Management of student non-attendance procedures at Fassifern Public School meets the requirements of the NSW Department of Education and Communities (DEC).

**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>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Part Time Teachers</td>
<td>0.294</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.406</td>
</tr>
<tr>
<td>Total</td>
<td>5.168</td>
</tr>
</tbody>
</table>

Fassifern Public School has skilled and caring teachers that bring a broad range of experiences to the small school.

Supporting the teaching staff is an outstanding team of office and ancillary staff who play an important role in supporting and assisting students, teachers and parents.

**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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>29,955.48</td>
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<tr>
<td>Global funds</td>
<td>73,710.53</td>
</tr>
<tr>
<td>Tied funds</td>
<td>47,594.53</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>14,354.44</td>
</tr>
<tr>
<td>Interest</td>
<td>1,299.54</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4,623.58</td>
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</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.8</td>
<td>89.4</td>
<td>95.0</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>90.1</td>
<td>90.2</td>
<td>90.9</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>92.3</td>
<td>95.6</td>
<td>91.2</td>
<td>83.5</td>
<td></td>
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<tr>
<td>3</td>
<td>93.2</td>
<td>94.0</td>
<td>95.3</td>
<td>92.1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>91.9</td>
<td>97.4</td>
<td>91.7</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.7</td>
<td>91.8</td>
<td>95.6</td>
<td>91.5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>91.5</td>
<td>95.9</td>
<td>88.9</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.9</td>
<td>92.2</td>
<td>93.4</td>
<td>92.6</td>
<td>92.1</td>
</tr>
</tbody>
</table>
Canteen | 0.00
Total income | 171,538.15

**Expenditure**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>11,421.38</td>
</tr>
<tr>
<td>Excursions</td>
<td>7,290.99</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>952.53</td>
</tr>
<tr>
<td>Library</td>
<td>1,130.04</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7,535.49</td>
</tr>
<tr>
<td>Tied funds</td>
<td>54,176.52</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>13,301.66</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>22,657.29</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>12,787.86</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13,261.76</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4,570.87</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>162,781.66</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>22,451.76</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012**

**Achievements**

**Arts**

- All students participated in the school public speaking competition. Students from Kindergarten to Year 6 participated in a non-competitive round of public speaking for the Pondee-Konara Zone Public Speaking Competition.
- Students in K-6 participated in the “Deadly Australian” performance.
- All students participated in the Hunter Life Education Program.
- Students participated in a “Mad Hatters Hat Day” as part of our Easter celebrations.
- Students in Years 4-6 went to the Newcastle Show and Canberra for an excursion with Boolaroo and Teralba schools.
- K/1 went on an excursion to Sydney Aquarium and also had a Teddy Bears picnic Day.

**Sport**

- 100% of students participated in the Premier’s Sporting Challenge and small school coaching clinics.
- 35% of students attended the Learn to Swim School in term 4. This included 90% of the K/1/2 class.
- Teams of students represented our school at the zone athletics, cross country and athletics carnival. Students from Year 4 to Year 6 participated in a soccer gala day.
- Fassifern Students were represented at the Zone Swimming Carnival, Zone Cross Country and Zone Athletics.
- Year Six students participated in the Premiers Sporting Challenge at Lake Macquarie High School.

**Other**

- Students in the Senior class attended the Debating and the Impact Leadership Conference.
- Students from Stage 3 participated in the Engineers’ Challenge at Kahibah Primary School.
- School Vegetable gardens were successfully planted and harvested.

**Academic**

In the National Assessment Program in Literacy and Numeracy (NAPLAN), 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 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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO

Significant programs and initiatives

Student welfare and wellbeing

Within our school community we have continued to work harmoniously to create a school environment where every student feels safe, cared for and able to learn.

The whole school learning support team continued to meet throughout 2012, sharing relevant and up to date information concerning identified students. The team promoted shared responsibility amongst staff and communicated clear goals to maximize opportunities for success.

Respect and responsibility

Values education underpinned every area of school life at Fassifern Public School. Core values are embedded in classroom learning programs, anti-bullying strategies, social justice activities, drug education and multicultural education programs. Developing and practicing respect for oneself and for others was rewarded through our school merit system and constantly reinforced through our school motto, “Strive with Pride.”

Aboriginal education

Our school continued to implement class and whole school programs that educated all students about Aboriginal history, culture and current Aboriginal Australia. Class learning programs contain Aboriginal perspectives.

In 2012 we have:

- Continued to implement personal learning plans for all Aboriginal students in consultation with parents.
- Implemented the current Aboriginal Education Policy and provided professional development to all Staff.
- Encouraged Aboriginal students to take a leadership role within the school.
- For NAIDOC week Mrs O’Neill took 2 students to an event organized by Lake Macquarie City council that recognized the return of the Kurra Kurrin Petrified Forest. After that our students participated in many activities, one of which included a Bush Tucker demonstration.

Multicultural education

Our school maintained a focus on multicultural perspectives across all areas of the curriculum by providing learning opportunities that developed knowledge, skills, positive values and attitudes regarding different cultures within Australia. Parents and community members from diverse backgrounds were encouraged to participate in all areas of school life.

In 2012 our school celebrated Harmony Day through a special school assembly where students shared the outcomes of class lessons promoting harmony and tolerance within our community.

Progress on 2012 targets

Target 1

To improve student performance in Literacy
Our achievements included:

- 66% of students in Year 3 achieved Band 3, 4 and 5 in reading, spelling and grammar and 75% in writing.
- 66% of students in Year 5 achieved Band 5, 6 and 7 in reading, writing, and grammar and 80% in Spelling.
- I-Pads utilized to support literacy learning in all classes.
- 80% of students in K-3 reached expected clusters on the DEC continuum.

**Target 2**

*Increased overall performance in numeracy for students in Year 3-6*

- All students achieved 60% or more of their learning goals from Stage Outcome testing.
- Increased performance in the use of “Working mathematically” procedures.
- 66% of Year 3 students achieved Band 3 and higher in Numeracy and 67% of students in Year 5 achieved Band 5 and higher.

**Target 3**

*Student Engagement*

- Establishment of a life skills program in 2012.
- 30% increase in student engagement in homework.
- 20% decrease in reportable incidents relating to “Not showing respect”.

**Target 4**

- Raised student ability in cultivating vegetables.
- Use of tank water to irrigate school vegetable gardens.
- School participated in Sustainable Environmental days run by Lake Macquarie City Council.
- Continued review of the School Environmental Sustainability Plan.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of learning at Fassifern School by Parents, Staff and the Senior Class.

**Educational and management practice**

**Background**

As part of our school planning process for the 2012 – 2014 school plan parents’, teachers’ and students’ opinions were sought regarding the quality of learning in our school. This was done by surveying Fassifern pupils, staff and parents.

*The questions asked and responses collated were*

1. My child’s classroom is an interesting place to learn.
2. Teachers talk to me about my child’s learning.
3. My child has access to good equipment that helps him/her learn.
4. People other than my child’s teacher help him/her to learn.
5. The School expects students to achieve the best of their ability.
6. Students at the school demonstrate pride in their learning.
7. My child tries to do things in the classroom that are new and different.
8. My child looks at samples of his/her work over time to see how they have progressed.
9. Teachers at the school are continually upgrading their skills.
10. Teachers share ideas about teaching and learning with other teachers.

*Their responses are presented below.*

1. All parents said their child’s classroom was an interesting place to learn.
2. The majority of parents said teachers talk to me about my child’s learning.
3. All parents said my child has access to good equipment that helps them learn.
4. Most parents said people other than my child’s teacher help him/her learn.
5. All parents said the school expects students to achieve to the best of their ability.
6. All parents said that students at the school demonstrate pride in their learning.
7. The majority of parents said my child tries to do things in the classroom that are new and different.
8. Most parents said my child looks at samples of his/her work over time to see how they have progressed.
9. Some parents said that teachers at the school are continually upgrading their skills.
10. Some parents said teachers share ideas about teaching and learning with other teachers.
11. All parents stated that the school cares about its students.

**Staff Questions to learning Survey**

1. I provide learning opportunities with a stimulating and secure environment.
2. The school supports communication about student learning between home and the school.
3. I use a wide variety of appropriate resources to assist students with their learning.
4. My students have access to guidance from other people other than myself to assist them with their learning.
5. The school community has high expectations of students.
6. My students take responsibility for their learning.
7. I provide a balance of independent and group learning activities.
8. My students try to do things that are new and different.
10. My teaching practice is supported by critical reflection.
11. I continually upgrade my skills through professional learning training and development.
12. I share ideas and experiences with colleagues to improve teaching practice.

**Responses to Staff Survey**

1. All staff said they provided learning opportunities with a stimulating and secure environment.
2. All staff said the school supports communication about student learning between home and the school.
3. Most staff said they use a wide variety of appropriate resources to assist students with their learning.
4. Most staff said their students have access to guidance from other people other than themselves to assist them with their learning.
5. Most staff said the school community has high expectations of students.
6. All staff said that students take responsibility for their learning.
7. Most staff said they provide a balance of independent and group learning activities.
8. All staff said students try to do things that are new and different.
9. Most of the staff said students reflect on their learning and engage in self-assessment.
10. Most of the staff said teaching practice is supported by critical reflection.
11. Most of the staff said they continually upgrade their skills through professional learning training and development.
12. All of the staff said they share ideas and experiences with colleagues to improve teaching practice.

**Senior Class Response to Learning Survey 2012**

Questions asked were

1. My child’s classroom is an interesting place to learn.
2. Teachers talk to me about my child’s learning.
3. Our school has good equipment that helps me to learn.
4. People other than my teacher help me to learn.
5. The school expects me to do my best.
6. I try to do my best and take pride in my learning.
7. In class, there is a balance between working on my own and working with others.
8. I try to do things in my classroom that are new and different.
9. Samples of my work over time help me see how I have improved.
10. My teachers find ways to help me understand.
11. Nearly all the class said teachers share ideas about teaching and learning with others.

Responses were
1. Most of the class said their classroom was an interesting place to learn.
2. Most of the class said their teachers talk to them about their learning.
3. Most of the class said our school has good equipment that helps them to learn.
4. Most of the class said people other than their teacher helps them to learn.
5. Most of the class said the school expects them to do their best.
6. Nearly all the class said they take pride in their learning.
7. Some of the class said there was a balance between working on their own and working with others.
8. Nearly all the class said they try to do things that are new and different.
9. All the class said they review their samples of work to see how they have improved.
10. Nearly all the class said the teachers find new ways to help them understand.
11. Nearly all the class said teachers share ideas about teaching and learning with others.

Future directions
The school was recognized for its commitment to ongoing improvement in student learning and providing a stimulating learning environment. The school needs to give students more opportunities to make decisions about personal progress to determine the next steps in learning. Students need to be given structured opportunities to revisit their learning experience in order to make judgments regarding the value or success of learning.

Professional learning
During 2012 all staff had access to approved professional learning activities. These courses were organised by the department and our local public schools. All professional learning activities support the achievement of the school targets and school improvement planning.

All staff participated in the school development days at the beginning of terms 1, 2 and 3 and the additional two days at the end of term 4.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014

Increased performance in Literacy

2013 Targets to achieve this outcome include:
• Increased percentage of students achieving at and above NMS in Reading to 92% in Year 3 in 2013 from 86% (2010-2012 average) and from 94% (2010-2012 average) to 96% in Year 5 in 2013.

• Increased percentage of students in the top two bands of Reading from 22% to 30% in Year 3 and from 0% to 20% in Year 5.

• Growth for students from Year 3 to Year 5 in Literacy will be at or above 55%.

• In Kindergarten 50% of students will achieve Regional Reading Benchmarks in Reading. For Year One this will be 55% and for Year Two 60%.

• In Literacy 50% of Kindergarten students will achieve Cluster 4, 55% of Year 1 students will achieve Cluster 6 and 60% of Year 2 students will achieve Cluster 8 on the Literacy Continuum.

• In writing, Year 3, students in the top bands will increase from 11% to 20%. In Year 5 there will be an increase in the number of students achieving NMS from 80% to 92%. Students in the top two bands will increase from 0% to 20%.

Strategies to achieve these targets include:
• Development of a Fassifern Reading Challenge K-6.
• Teachers to be trained in Accelerated literacy.
• Professional learning in strategies for teaching comprehension at an inferred level.

School priority 2
Outcome for 2012–2014

Increased performance in Numeracy 3-6

2013 Targets to achieve this outcome include
• Increased percentage of students achieving at NMS in Numeracy in 2013 to 97% in Year 3 and 96% in Year 5. From 89% in Year 3 (2010-2012 average) and 93% in Year 5 (2010-2012 average).

• Increased percentage of students in the top two bands from 22% to 30% in Year 3 and 0% to 20% in Year 5.

• Growth for students from Year 3 to Year 5 in Numeracy will be at or above 85%.

• 75% of Kindergarten students in numeracy will achieve, level 4 (1A), level 3 (1B), level 2 (1C) level 2 (EAS), level 2 (P&NS) and level 1 (M&D).

Strategies to achieve these targets include:
• Use of Individual Diagnostic Student assessments.
• Analysis of each students learning style undertaken and recorded on an individual learning plan.
• PLP’s for students not meeting national proficiency standards.

School priority 3
Outcome for 2012–2014

Student Well Being and Engagement

2013 Targets to achieve this outcome include:
• Increased quality learning time for all students as measured by an achievement of at least 80% fidelity on the external evaluation tool – SET (PBL)

• Increase by one level on the school assessment tool from developing to building in 2014 in supporting families to participate in their child’s learning.

• 60% of students K-6 will achieve their Silver award and 25% will achieve their gold award status by the end of 2013

Strategies to achieve these targets include:
• School enrols in the Positive Behavior for Learning program.
• School monitors behavior as to where and when incidents happen and the causes of the incidents
• Increased number of students achieving positive rewards in 2013.

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.

Mrs R Mason - P & C Representative
Mrs N O’Neill - Classroom Teacher
Mr Kenneth Brooks - School Principal

School contact information

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Fax: 0249 504923
Email: fassifern-p.school@det.nsw.edu.au
Web: www.fassifern.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.