School context

Fassifern Public School is a Small School of 55 students, situated between Lake Macquarie and the main northern railway line. It is a proud member of the “Pondee Konara” local management group, and feeds students into Lake Macquarie High School.

30% of students are from “in area” homes, with the remainder being from the surrounding suburbs. 10% are of Aboriginal descent with the remainder being of anglo-european background. The predominant religion is Christian with 5% of students being Jehovah’s Witnesses.

Fassifern Public School has a dedicated staff that is committed to providing relevant and engaging learning programs. In 2013 we had three classroom teachers and one teaching principal delivering teaching and learning programs and four support staff who were both full and part time employees.

Principal’s message

I would like to congratulate our students and staff on another very successful year of teaching and learning at Fassifern Public School. I am very proud of the fact that all our students, regardless of their ability, have been given every possible opportunity to be challenged, achieve success and feel valued in our school.

During the year, a number of our students accepted new challenges – academic, sporting and cultural. Some entered external and national competitions, others represented our school at zone and regional level sport. Many students began to learn gymnastics, dance and drama skills and had the courage to perform in front of audiences for the first time.

All our students have been supported by highly dedicated teachers. Our teachers are incredibly committed to the well-being of all our students. They not only have exceptional talent in the technicalities of teaching, they have enormous energy and determination. Each of them takes pride in their profession and responsibility for ensuring that our school is a wonderful example of holistic primary education. I am very grateful to them for their extraordinary work this year, and so proud to be the principal of a school that has that kind of expertise.

I’d like to say a huge thank you to all the parents and community members who have supported our school throughout the year, as volunteers, and the P & C who have worked tirelessly to raise funds for our children and supported us in so many other ways. We are indeed fortunate to have such a dedicated bunch of parents working in the best interest of our school.

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.

Mr Kenneth Brooks

Principal

Student representatives’ message

During the year we have had the pleasure of being your School Captains for 2013. We have enjoyed working closely with all of you and will keep a special part of Fassifern School in our hearts for the rest of our lives.

During this time we had the opportunity to run many fundraising activities and fun days. We had a “Green Day”, “Harmony Day” a “Book Character parade” and an “Easter Hat Parade”. The money raised by our fundraising efforts and Year 6 fundraising went to purchase two new marquees for the school.
We were also very lucky to attend a combined school excursion to the Blue Mountains and Bathurst with Boolaroo and Teralba Schools. We were also lucky to be chosen to attend the Impact Leadership Conference. We have enjoyed all the opportunities presented to us during our time at Fassifern Public School.

Ivy lee Smith and Ky Williams

Student information

It is a requirement that the reporting of information for all students 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>
<th>2013</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>
<td>31</td>
</tr>
<tr>
<td>Female</td>
<td>31</td>
<td>24</td>
<td>32</td>
<td>31</td>
<td>27</td>
<td>30</td>
<td>28</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).

Workforce information

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

Workforce composition

- Principal: 1
- Deputy Principal(s):
- Assistant Principal(s):
- Head Teachers
- Classroom Teacher(s): 2
- Teacher of Reading Recovery
- Learning and Support Teacher(s): 0.694
- Teacher Librarian: 0.168
- Teacher of ESL
- School Counsellor
- School Administrative & Support Staff: 1.406
- Total: 5.168

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

No staff members at Fassifern Public school are of Aboriginal descent.
Teacher qualifications
All teaching staff met 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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50%</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>22,451.76</td>
</tr>
<tr>
<td>Global funds</td>
<td>73,855.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>42,399.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>19,914.68</td>
</tr>
<tr>
<td>Interest</td>
<td>763.77</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2,009.74</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>161,394.64</td>
</tr>
</tbody>
</table>

**Expenditure**

| Teaching & learning       |            |
| Key learning areas        | 11,966.84  |
| Excursions                | 3,649.42   |
| Extracurricular dissections| 8,080.05  |
| Library                   | 713.64     |
| Training & development    | 8,735.39   |
| Tied funds                | 42,090.11  |
| Casual relief teachers    | 17,475.39  |
| Administration & office   | 24,735.22  |
| School-operated canteen   | 0.00       |
| Utilities                 | 17,231.09  |
| Maintenance               | 5312.75    |
| Trust accounts            | 2,640.44   |
| Capital programs          | 0.00       |
| **Total expenditure**     | 142630.34  |

**Balance carried forward** 18764.30

A full copy of the school’s 2013 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 2013

Arts

- Selected 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 “University Science” performance.
- Students participated in a “Mad Hatters Hat Day” as part of our Easter celebrations.
- Students in Years 4-6 went to the Blue Mountains and Bathurst as part of their HSIE unit on “Gold” with Booloroos and Teralba schools.
- 2 Students in Stage 2 attended the Adventure Camp at Morisset with Teralba Public School.
- Kindergarten went on an excursion to Oakvale Farm.

Sport

- 100% of students participated in the Premier’s Sporting Challenge and small school coaching clinics.
- 85% of students attended the Learn to Swim School in term 4. This included 100% of the K/1/2 classes.
- Fassifern Students were represented at the Zone Swimming Carnival, Zone Cross Country and Zone Athletics.
- Teams of students represented our school at the zone athletics, cross country and athletics...
carnival. Students from Year 4 to Year 6 participated in Soccer, Touch football and Rugby League Gala Days

- K-6 participated in a 5 week program on Gymnastic Skills. There was 100% involvement

- K-6 participated in Dance to be Fit Day that will be a focus in the School in 2014

- All the students were given the opportunity to participate in the Active After School Sports program where they were taught skills in Basketball, Frisbees and Athletics. The average participation rate was 60%.

**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.

- A Book fair organised by Carnival Books raised $1000 towards new books for the library.

- Students participated in a Book Character Parade during Book Week.

**Academic achievements**

**NAPLAN**

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 these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**Other achievements**

100% of the Year 3 students performed at the state average and above in Reading, Grammar and Punctuation and 80% performed at state average and above in numeracy in the 2013 National Assessment Program – Literacy and Numeracy (NAPLAN). In Writing Year 3 school achievement was placed in Bands 1 to Band 4.

In the 2013 NAPLAN Year 5, 100% of students performed at state average and above in Reading and Spelling In Year 5 writing 87.5 of the school achieved state average and higher.

In Numeracy, 87.5% of students in Year 5 received band 4 or higher with strengths in Data, Measurement, Space and Geometry.

**Significant programs and initiatives**

There were numerous programs and initiatives that had a significant impact on the welfare and learning of the students in 2013. These programs include:

- Learning Support teams
- Aboriginal Education programs
Transition – Pre to K and 6-7
Performing Arts
Environmental Education
Student Leadership
Gifted and Talented programs
Positive Behavior for Learning

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 2013 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.

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 2013 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.

Transitional Equity Funding
Background
During 2013 Fassifern Public School received a grant of $14,900. This funding was provided to support Literacy and Numeracy programs and also foster engagement in learning.

Findings
• The majority of this grant was used to provide small group literacy and numeracy support for Kindergarten to Year 6 classes throughout the year.
• PSP/Transitional Equity funding also contributed towards the employment of a Part Time Teacher 2 days a week and resources for Literacy and Numeracy
• Student achievement has been recognised and celebrated within the school and wider community through the use of the school noticeboards, newsletters, displays, open days and Assembly awards.

Student Welfare
The Positive Behaviour for Learning Program commenced its implementation across the school in 2013. This was led by a trained school team and new staff who collaborated in the program. PBL develops the premise: “At Fassifern Public School we Care, Share and Achieve”. PBL practices were developed in 2013 utilising a range of strategies.
Our achievements included:
• PBL is part of every staff meeting.
• Professional learning activities developed with staff at Staff Development Days and staff meetings.
• Development of School lessons based on the data collected from Sentral.
• Participation in the Impact Student Leaders Conference
• Establishment of the PBL mascot, Fassi and the development of our “Fassi Gotcha’s awards”

• In 2013 the PBL team will develop signage across the school to promote our expectations: “Care, Share and Achieve” and our motto “On track to Success”.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

• Staff & Student Surveys
• Parental Surveys
• Evaluation of Naplan, Plan and School Data Collation.

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

Literacy

• 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 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%. [Enter outcomes here]

Evidence of progress towards outcomes in 2013:

• Growth for students from Year 3 to Year 5 was 120 compared to state of 83.2.

• 64% of Kindergarten students achieved the Regional Reading Benchmark

• 75% of Kindergarten students achieved Cluster 4, 87.5% of year 1 achieved Cluster 6 and 60% of year 2 achieved Cluster 8 on the Literacy Continuum.

• 100% of students in Year 3 and 5 were above minimum standards.

Strategies to achieve these outcomes in 2014

• Continued development of a Fassifern Reading Challenge K-6.

• 2 Teachers to be trained in Accelerated literacy.

• Professional learning in strategies for teaching comprehension at an inferred level

• Primary Staff to be trained in “Focus on Reading”

• Further training on the new National Literacy Curriculum as the courses are developed.

School priority 2

Mathematics

Outcomes from 2012–2014
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 2013 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).

Evidence of progress towards outcomes in 2013:

Growth rate for students from Year 3 to Year 5 was 112 compared to state of 88.5.

44.2% of Year 3 achieved Bands 5 and 6

78% of Kindergarten students achieved Level 4 (1A) 92% level 3 (1B),92% Level 2 (1C) 100% Level 2 (P&NS) and 100% Level 1 (M&D)

Strategies to achieve these outcomes in 2014:

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

Staff are to undergo training in the new National Mathematics Curriculum as the courses are developed

School priority 3

Student Engagement

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

Fassifern Public School achieved 94% on their first SET

87.5% achieved their gold award status. 9 students achieved Platinum Level

Fassifern Public School moved by one level on the school assessment tool from developing to building in 2013 in supporting families to participate in their child’s learning.

Strategies to achieve these outcomes in 2014:

The school develops lessons in the Positive Behavior for Learning (PBL) that arise from the data collected both in the classrooms and the playground.

The school monitors behavior as to where and when incidents happen and the causes of the incidents.

Increased number of students achieving positive rewards in 2014.

Professional learning

During 2013 all staff had access to approved professional learning activities. These courses were organized 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. Fassifern Public School Staff focused on the introduction of the new Australian Curriculum in the areas of Literacy and Numeracy. Staff participated in the Adobe Connect Courses both in Literacy and Numeracy, Accelerated Literacy and in PLAN.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Student School Life Survey**

1. 95% of students wanted to get good results at school.
2. 90% students said they get good results at school.
3. 70% of students said their teachers expected high standards of work from them.
4. 95% of students said they achieve high standards of work.
5. 78% of students said they were happy with the work they do.
6. 100% of students liked to learn new things at school.
7. 75% of students said they got involved in their schoolwork.
8. 95% of students thought that they worked hard in class.
9. 100% of students are proud to be a student at Fassifern School.
10. 90% of students felt safe in the school environment.
11. 95% of students said their teachers made them feel good about themselves.
12. 95% of students said they always followed the school rules.
13. 90% of students said their teachers praised them when they did well.

**Recommendations**

1. Establish a Peer Support program at school that will focus on Respect, Praise, Self-confidence and Making Friends
2. Incorporate the above ideas in to the PBL lessons.
3. Train a staff member in Peer Support, train the Year 5 and 6 students as leaders.
4. Incorporate self-evaluation strategies when planning of unit work as in classroom quality teaching and best practice model.
   - did I do my best work?
   - what could I do to improve my work?
   - how can I make my work more interesting to other readers?
   - did I ask for help?
   - was I proud of my effort in this piece of work?

**Homework Survey by Students and Parents**

1. 80% of students said homework was beneficial.
2. 75% of students thought we should do homework.
3. Students saw the following activities—Spelling Lists, Grammar, Projects, Mentals and Spelling Revision as being worthwhile and preferable for homework.
4. The majority of students thought 30 minutes was enough time to spend on homework a night.
5. 77% thought Homework should be weekly.
6. 79% of students thought the idea of a homework club at lunchtime would be beneficial.

**Parents**

1. 100% of parents surveyed thought homework was beneficial.
2. 100% of parents surveyed thought we should do homework.
3. Parents surveyed list the following as suitable homework activities—Spelling, Maths, Projects (related to current units of work), Maths Grids, Mentals and Reading.
Parents thought that the age of the student and the class level should dictate the length of homework time.

Most parents preferred homework to be weekly.

Most parents thought the idea of a Homework Club at Lunchtime was a great idea.

Recommendations

1. Set up a Homework Club once a week at lunchtime. This is to be conducted by the Principal and Year 6 pupils.

2. The amount of homework time will be decided by the teacher according to the age level of the students.

3. All Homework will be of the revision type or work that has previously been taught in class.

4. Awards will be given for the completion of homework.

5. Extra time can be given if a suitable excuse has been handed to the teacher.

6. Parent Courses will be offered in the areas of Mathematics particularly where changes in the curriculum have occurred.

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

Fassifern Public School
9 Miller Rd 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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: