Fassifern Public School

Annual School Report
Our school at a glance

Students
The school draws over a large area with 74% being out of zone enrolments. 5% are of indigenous descent with the remainder predominantly Anglo European background. All students and their parents share a strong belief in the benefits to be gained in working towards bettering oneself, and the rewards academic success can bring to one’s life. At the same time, being actively involved in sport and creative pursuits is valued and encouraged.

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

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

Significant programs and initiatives
- Priority Schools Program (PSP)
- Best Start
- Persuasive Writing Certificate Training
- Completion of new COLA and covered walkway
- Premiers Sporting Challenge; and
- Building the Education Revolution (BER), school library.

Student achievement in 2011
Year 3
- 7 students completed the assessment
- 86% of students achieved in bands 3 and 4 for literacy
- 71% of students achieved in bands 3 and 4 for numeracy; and
- As a class, the students achieved on par with state schools and Statistically Similar Group (SSG) cohorts.

Year 5
- 5 students completed the assessment
- Over 80% of students achieved Band 5 or above in grammar and punctuation
- 80% of students achieved in Band 5 or above in Spelling
- 80% of students achieved in Band 5 or above in numeracy; and
- Average growth for students was well above state average in numeracy, grammar and punctuation.

Messages

Principal’s message
2011 will have to be remembered as the Year of the Cancelled Event. It seemed that this year we had to re-program or cancel every outdoor event to avoid the wet weather. Soccer, Netball, and League days were cancelled and to round off the year, the unseasonal rain put a “wash out” on the Annual Picnic Day.

However, outstanding results in NAPLAN Tests, a long awaited Covered Outdoor Learning Area and a new Library have been some of the stand out achievements of the year.

Students in Year 3, Year 5 and Year 7 have shown that the quality of teaching and learning that Fassifern Public School is able to offer is “second to none”. Naplan results of Year 7 students from Fassifern, showed a 6% growth above the state average in Numeracy, and a huge 20% growth above state average in reading. Year 3 and Year 5 students overall, demonstrated excellent performance in the Writing component in the new area of persuasive writing. Hard work in all classes has been tempered with fun work both in and out of the room. Students participated in the
Technopush Challenge, the choir sung at a variety of functions and all students participated in a fun Drama Afternoon at the end of Term 3.

Fifteen years ago the P&C Association began putting funds aside to provide a facility that would allow our students to perform to the parent body without having to travel to external venues. Last year with the princely sum of $17,000, building started on the Covered Outdoor Learning Area. This year it was completed and through the assistance of many organisations it was opened in March with a Hat Parade, and used constantly throughout the year.

The new Library was completed as part of the Building an Education Revolution (BER) and throughout the year parents and staff have been undertaking the enormous task of culling, sorting, and relocating books and resources into the new building. To date it has not been officially opened as a number of items are still awaiting completion.

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

This year our very tiny P&C group has tried to raise as much money for the school as we could, with some of our efforts being, raffles, sausage sizzles, lamington drives, an Obstacle-a-thon, Mothers and Fathers Day stalls, the Entertainment book, book stalls and the Movie Under the Star nights.

Our involvement in the school and fundraising efforts not only give us an opportunity to support our children’s learning, it provides a base for us as parents to form friendships with each other, the children and the teachers. It is a valuable network to establish as it is with these people that our children will have the most dealings with in their time at school.

In summary we have been able to contribute $7000 to the school. It has been used to enhance reading resources so that take-home reading can occur on a greater scale, supported the erection of a covered walkway to the new cola and produced a Yearbook of the school for each family.

In conclusion I would like to thank all parents and carers who contributed to the operation of the tuckerbox, uniform shop and fundraisers held throughout the year, with a special mention and thanks to those who took on an official position and provided the leadership and support that brought us the success we enjoyed. And to the outgoing Year 6, congratulations on all that you have achieved, as you will be greatly missed.

Paula Field

P&C President
Student representative’s message

During this year we have had the pleasure of being your School Captains for 2011. 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 fund raising activities like the Garage Sale, Cup Cake Day, Pizza Day and Guessing Competitions. This money was for Year 6 to purchase a yellow drinking and water bottle filling fountain, to be installed close to the COLA so that it is not necessary to walk all the way to the toilets.

We would like to thank Ms Dedman for the great work she did with our class and the very special Year Six Farewell Dinner.

M Meeks & H Philp
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

Enrolments continue to float around the 55 average with 30% being from “in area” homes with the remainder from the surrounding suburbs.

Management of non-attendance

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

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
### Structure of classes

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

### 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>.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.015</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4.615</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Fassifern Public School had no indigenous staff members during 2011.

### Staff retention

The school retained 25% of its staff from the 2010 year.

### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

### Financial summary

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

#### Date of financial summary: 30/11/2011

#### Income

- Balance brought forward: $35,460.00
- Global funds: $91,837.19
- Tied funds: $79,468.88
- School & community sources: $23,536.10
- Interest: $1,853.45
- Trust receipts: $2,893.35
- Canteen: 0

**Total income**: $235,048.97

#### Expenditure

- Teaching & learning
  - Key learning areas: $5,830.03
  - Excursions: $19,786.33
  - Extracurricular dissections: $1,857.12
- Library: $774.02
- Training & development: $285.51
- Casual relief teachers: $15,395.01
- Administration & office: $30,200.21
- School-operated canteen: 0
- Utilities: $12,348.52
- Maintenance: $25,907.47
- Trust accounts: $3,253.84
- Capital programs: $9,541.49

**Total expenditure**: $205,093.49

**Balance carried forward**: $29,955.48

With school funds and assistance from the Parents and Citizens Association, the school provided a covered walkway from the new COLA to the administration block.

As part of the Building Education Revolution (BER) the school received $25,000 in companion funding to assist with refurbishment of previously used library facilities and provide enhancements to the BER project. These funds enabled the
school to provide an Interactive Whiteboard and Ipads for the Kindergarten class, earthworks to enhance the BER Library project and refurbishment of the previous building with internal painting being undertaken.

A full copy of the school’s 2011 financial statement was tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

**Achievements**

**Arts**

This year the school choir established itself with a new uniform and taking on the responsibility of leading the school in the singing of the National Anthem at Friday assemblies. The group also performed outside the school for the entertainment of the residents of the Catalina Nursing Home.

During Term 3 the school produced its Annual Drama Day with productions of Going Into Space, Man Gave Names to The Animals, and Cinderella Remixed

**Sport**

The school participated along with other Small Schools in the Swimming Carnival held at the Toronto Indoor Pool with all present putting in an excellent effort.

The Annual School Sports Carnival was a resounding success with Wattle House being the victors after a five year run of being second.

All students participated in the Premiers Sporting Challenge with 88% scoring a gold certificate or better.

Throughout the year there has been an increase in team sports being played with senior students taking a very proactive role in involving junior students in structured games and activities.

**Excursions**

Two major excursions were run by the school, the first a Whole School Excursion to Toronga Park Zoo and the second the biennial Snow Trip.

Both were well supported by students and parents and both were successful in providing experiences that the students could not do in the classroom.

**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 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)
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**

Seven students participated in the Year 3 Literacy tests.

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

All students performed above expectations in the Writing component which was accredited to the training staff received in Persuasive Text writing.
Numeracy – NAPLAN Year 3

Seven students participated in the Year 3 Numeracy tests. Because of the small size of the group it is difficult to assess areas of weakness or deficiency. However, on individual analysis it was found that each student was able to demonstrate proficiency in different areas to their peers with overall understanding being varied and not of a deep nature.

Measurement, 2D and 3D Geometry along with basic computational skills were poorly represented in Year 3.

The identification of these areas led to a review of classroom practice. From this review the need for explicit practices using concrete material on a regular basis was identified as being an area of need.

See School Priority 3

Literacy – NAPLAN Year 5

No graphs are displayed due to the small cohort size for year 5 results.

Reading

Students performed well above the state average in being able to connect ideas, interpreting instructions and steps and inferring a character’s attitude. Incorrect responses did not highlight a specific area in need of identification.

Writing

This was the first year that Persuasive text was examined. Year 5 students performed very well with 80% being in band 5 or higher. This reflects very favourably on the professional learning undertaken by all staff during term one.

Spelling

80% of students scored in band 5 or higher in Spelling with words like “building”, “choice”, “sword” and “wrap” featuring as being spelt incorrectly.
Grammar and Punctuation

80% of students scored in band 5 or higher in grammar and punctuation. No individual question featured as being poorly addressed by students though identifying words not required and the use of appropriate adverbs was well above the state average.

Numeracy – NAPLAN Year 5

Five students sat the Year 5 Numeracy tests with 100% of continuing students achieving two band or greater growth.

Progress in literacy

The following graphs indicate the growth of students from Year 3 to Year 5.

Spelling and grammar are slightly below state and similar groups. The review concluded that greater emphasis on handwriting could assist students in identifying incorrectly spelt words.

Reading whilst showing as being above state average is an identified area that will need addressing with ongoing students.

Progress in numeracy

This year individual progress by those continuing students was very impressive, particularly in this area.

Following review of individual performance in numeracy, the teaching programs in place are considered as meeting the general needs of students but could benefit with further explicit work in 2D and 3D shapes.
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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
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<td>Numeracy</td>
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<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
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<tr>
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<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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</table>

Aboriginal education

The school’s indigenous population decreased through 2011. All classes undertook activities that supported Aboriginal Education in all Key Learning Areas (KLA). These activities helped to develop a deeper awareness of the importance of our indigenous heritage.

With the completion of the Library, local Aboriginal artists were commissioned to work with students in the creation of a series of works that depict local legends. These now are in the library and provide a focus for discussion during lessons.

The school participated in NAIDOC Week Celebrations, which this year were hosted by Fennel Bay Public School. All students and eighteen parents attended on the day with students being involved in a variety of activities and displays.

Significant programs and initiatives

Priority Schools Program (PSP)

Through involvement in this program the school is able to employ an additional teacher who this year was responsible for the Year 4/5/6 class. This initiative provides daily continuity for the class and allows the Principal to be available for professional learning and classroom support for all classes.

Through innovative interactive technology, assessment of student weaknesses in numeracy were identified and specific programs implemented that saw excellent growth for Year 5 students and Year 7 students.
Multicultural education

Awareness of cultural diversity and the important contributions made by Australians from all cultural backgrounds is highlighted in class teaching programs. Multicultural education is incorporated into the Key Learning Areas through literacy themes as well as through dance and Creative Arts.

Progress on 2011 targets

Target 1

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

Our achievements include:

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

Target 2

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

Our achievements include:

- all students achieved positive growth from Year 3 to Year 5 in NAPLAN tests in mathematics and
- 100% of continuing students demonstrated a minimum of two band growth in 2011, being 28% better than expected.

Target 3

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

Our achievements include:

- 5% of parents were involved in two workshops, this was 15% lower than targeted for and further workshops were cancelled.
- The target 70% of students submitting 3 or more writing homework responses was reached; and
- Those parents who responded to the school satisfaction survey (42%) indicated that the workshops were not a priority.

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 2011 our school carried out evaluations of Parent Opinions and Perceptions, Numeracy, with a focus on Stage1 and Stage2, and the Schools direction in Environmental Sustainability.

Educational and management practice

Planning 2012-2014

Background

With the beginning of a new three year planning cycle, the school undertook a rigorous self evaluation. Focus areas were derived from the previous three year plans and included the areas of quality teaching, new technology, community involvement, respect and responsibility, equity, sport and the creative arts.

Students, staff and families were surveyed, along with review of student academic, attendance, behaviour, and achievement records to support the evaluation.

Findings and conclusions

On the initial survey the school obtained an 18% return from families, and a 100% return from students and staff.

Initial findings lead to a listing which was then circulated to parents, students and staff asking them to prioritise the seven identified areas. Parent response increased to 42% with staff and student response remaining at 100%.

Future directions

The school Evaluation Committee was able to table the following list in priority order,

1. Review and implement student reports that are more positive

   See School Priority 3

2. Raise quality of communication
3. Involvement in external Creative Arts opportunities
4. Increase parent involvement
5. Increase aquatic activities
6. Update the school uniform; and
7. Improve survey responses to 60%

Curriculum

Literacy

Background
In response to questions raised through an open forum, the satisfaction survey, and the need to relocate to the new library, the school undertook a review of the practices and resources available to support students reading at school and at home. All staff under the guidance of the Support Teacher Learning Activities (STLA) were part of the review and evaluation.

Findings and conclusions
The practices of guided reading varied between classes, raising misunderstanding by parents and students. The resources available to teachers are depleted and not of sufficient interest and quantity to provide for a number of reading activities.

It was recommended that the school pursue a program of increasing the number of books available, catalogue and store in an easy accessible manner, streamline the procedures used for student borrowing and inform parents of expectations.

Future directions
The school will catalogue and level all available texts and embark on a program of increasing the quantity of resources available for guided reading through planned purchases every 6 months.

Student and staff borrowing and usage will be recorded and monitored through each class.

An evaluation to be conducted in Term 4 of the success of the program by surveying students, teachers and parents.

Other evaluations

Environmental Sustainability

Background
With the impetus of the Building Educational Revolution (BER) the school was able to access materials, machines and manpower to establish a sustainable garden for use by students. The current School Environment Management Plan is now five years old and it was timely to review it in the light of changes in government policy and changes in the school.

Findings and conclusions
The school has an additional $310^2$ metres of roof area that is designed to be able to harvest rainwater. Earthworks and redundant fencing from the BER have provided a location and materials to provide the basis of a sustainable garden. It is suggested that the school investigate ways in which students can be involved in such activities to raise their awareness to the ability to recycle and reuse water and green waste whilst at school.

Future directions
It is recommended that the school establish a garden that utilizes harvested rainwater and is nourished through composting and worm farming of bio-degradable waste from the school. Students are to be involved in such a way that they are aware of maintaining soil fertility and moisture in order to maintain the life cycle of plants with the intention of harvesting vegetables for consumption.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

The major area of concern amongst the parent body is the provision of a consistent, continuing teaching program. The issues surrounding staff
movements and the provision of casual teachers continue to challenge the school.

Parent involvement is low yet requests for opportunities to assist remain high.

Students are satisfied with the activities and programs on offer and enjoy the individual attention given when the need arises.

Staff satisfaction is high with a request that within school communication be improved from the Principal down.

**Professional learning**

**Persuasive Text Training Certificate**

All staff participated in a professional learning exercise during Term 1 that culminated in the award of a certificate of competence in teaching aspects of Persuasive Text.

All staff completed the course and were awarded a Certificate of Competence. This resulted in 92% of students sitting for the Writing component of the Naplan Test, scoring at and above the state average.

**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**

Improved student performance in numeracy

2012 Targets to achieve this outcome include:

- Increased student confidence to attempt all Naplan numeracy questions from 65% over the last 3 years to 90% in 2012

**School priority 2**

**Outcome for 2012–2014**

Improved student performance in Literacy

2012 Targets to achieve this outcome include:

- Increased number of books taken home to read by students from currently 2/week in stage 1 & nil in stage 2 to 3 and 2 respectively by the end of 2012
- Enlarged explicit comprehension resources which currently is 8/yr level, developed to 20/yr level by 2013
- Increased parent confidence to participate on committees from an average of 2 over the past 3 years to 5 in 2013 and
- Decreased negative parental comments on semester reports from 18 in 2011 to nil in 2012

**School priority 3**

**Outcome for 2012–2014**
Improved student engagement in the learning process

2012 Targets to achieve this outcome include:

- Improved class averages for effort, which in 2011 varied between 0 and 0.64 points to greater than .2 points in 2012
- Decreased number of reportable incidences relating to “Not showing Respect” from 246 in 2011 to less than 100 in 2014
- Increased number of students awarded an A or B for effort in yearly reports in Numeracy from 29 in 2011 to 35 or more in 2012
- Expanded pool of available parents to assist in the class from 6 in 2011 to 9 or more in 2012

Strategies to achieve these targets include:

- Classroom teachers to share matrices on achievement levels with students
- Establish morning parent group, targeting new parents, classroom helper training

School priority 4

Outcome for 2012–2014

Increased student awareness to Environmental Sustainability

2012 Targets to achieve this outcome include:

- Reduced water consumption from the average of .79 kilolitres per day over the past 3 yrs to .5 kilolitres per day by Dec 2014
- Reduced electricity consumption from 2011 daily average of 99kWh/day, over 3 years by 12% achieving a 2014 daily average of 88kWh/day.
- Raised student ability to cultivate vegetables from what is currently non-existent, to by 2014, Stage 3 students can cultivate and grow a vegetable crop in Term 4

Strategies to achieve these targets include:

- Collect data on electricity usage and analyse findings with student body.
- Establish school garden, documenting activities to be undertaken linked to the curriculum
- Review School Environmental Sustainability Plan; and
- Develop a scope and sequence of activities that optimise the use of sustainable resources

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)
Mrs. R Mason (P&C Representative)
Ms. J Foster-Nowicz

School contact information

Fassifern Public School
9 Miller Road
Fassifern, 2283
Ph: 49592708
Fax: 49504923
Email: fassifern-p.school@det.nsw.edu.au
Web: www.fassifern-p.schools.nsw.edu.au
School Code: 1904
Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: