School Context

Fairvale Public School was established in 1956. The school is one of four public schools serving the inner area of Fairfield City. The school is situated within a residential area and the majority of the children attending live within walking distance of the school. The school is located in the Fairfield School Education Group in South Western Sydney Region. The school serves a culturally and linguistically diverse community of students and their families. 90% of the students are from non-English speaking backgrounds, predominately Vietnamese and Arabic, 8% of students are from refugee backgrounds.

In 2013, there were 604 students from Kindergarten to Year 6 enrolled at the school. Fairvale Public School is committed to improved student outcomes in literacy and numeracy. Quality programs in the creative arts, sport and extra curricula activities are features of the school. The teaching staff is a mix of experienced and early career teachers. 52% of class teachers have been teaching 5 years or less. There are 57 school based personnel including executive staff, classroom teachers, specialist English as a Second Language (ESL) teachers, Learning and Support Teachers (LaST), Reading Recovery teachers, School Counsellor, Community Liaison Officers and administrative staff including School Learning Support Officers.

Fairvale Public School has strong links and operates a transition program with Fairvale High School. The school is committed to the provision of a balanced and rich curriculum in a happy, caring and supportive environment. Increasing the involvement of the school parent community and student welfare are key priorities.

Messages

Principal’s message

Welcome to the 2013 Annual School Report for Fairvale Public School. This report provides a summary of our major achievements in 2013 and communicates our priorities and focus for learning in 2014.

2013 was the third year of the four year National Partnerships program. This highly valued program has allowed us to continue to build upon and improve our literacy, numeracy and community programs. Our entire school community is committed to the provision of a high quality education for all its students. We worked together to ensure our school is a rich learning environment, providing opportunities for every student, every teacher and every family. This is greatly supported by our strong links with the community.

We continued to provide our students with a balanced and comprehensive curriculum to meet their academic, social and emotional needs. We had numerous achievements in sport, in the arts and continued academic success. Our school maintained the second highest growth in the Fairfield Group of Schools in numeracy and continued high achievement in literacy. Our results are a reflection of the positive attitude, hard work and perseverance of our students and teachers.

In 2013, we began the Positive Behaviour Interventions and Supports (PBIS) program. We worked collaboratively across the school community to develop simplified playground expectations and behaviours. We established our ‘FAIR’ rules, which are proudly displayed for all to see and follow.

It was my privilege to lead the school as the principal of Fairvale Public School for 2013, with the support of a strong executive team and highly capable staff. At the end of Term 4, I successfully gained a Relieving Principal position at another school. It is with sadness I am leaving such a friendly, caring, enthusiastic and wonderful school community but I am ready for the challenges ahead. I want to wish all our students, staff and families much success in your future endeavours.
I am proud to be able to report on our school community’s achievements and the results of our self-evaluation. I would like to thank all who contributed to the evaluation for their fantastic effort and invaluable support.

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.

Dianne Donatiello, Acting Principal

P & C message

The year 2013 was again a very active and positive year for the P&C at Fairvale PS.

The P&C team and parents once again showed their valued support of our school through a multitude of well organised and successful fundraising events, which included Fun Day activities, Mother’s and Father’s Day Stalls. These events were well supported and organised by many parents including Natalie Lowe, Susan Bechara, Belinda Jacobs and Joanne Luu.

Our truly valued CLOs, Maria Ha and Bashar Hanna must be again mentioned due to their continued valuable support, contributing to the success of the P&C.

The P&C are proud of the efforts put in by our volunteers. We are welcoming to all who wish to attend.

We would like to encourage more parents from our school to come and visit our P&C meetings and play a vital and active role in our children’s education.

In 2013, the P&C sent some of our team to a Grants Writing Workshop where in 2014 we are aiming to be more successful in writing more grant applications, assisting us further in our fundraising efforts for our school.

In 2013, our school was so successfully managed by our Acting Principal, Mrs Dianne Donatiello, who has since left our school for a challenging new role as a Principal at another school.

On behalf of the P&C I would like to thank Dianne Donatiello for her many valued years of service to our school, and wish her the very best in her new role.

Our P&C could not work so effectively within our school, without the tireless and continued support of our much valued teaching staff.

The Fairvale PS teaching staff must be congratulated on the special, warm and welcoming school environment they have continued to uphold year after year.

We look forward to the P&C continuing to grow stronger in support in 2014. We thank all those who supported us in our efforts in 2013.

George Elhlou, P&C President

Student Representative Council message

The Student Representative Council has done an excellent job representing the students of Fairvale Public School this year. All members met with Mr Ly on a weekly basis to develop leadership skills, discuss current issues and suggest improvements for our school. Overall, we have had a successful year.

The SRC has organised many fundraising events which have been enjoyed by all students at our school. We have co-ordinated a Sports Mufti Day, a lolly guessing competition, two Sports Fun Days and worked with the Year 6 committee to sell spider drinks. The money raised by the SRC was used to purchase 4 Nintendo 2DS systems along with exciting and entertaining games to reward primary students for excellent behaviour during assembly.

In addition, we have offered peer mediation in the playground during lunch time.

The SRC would like to thank the school community for their ongoing support throughout 2013.
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

In 2013, our enrolments increased slightly.

Student mobility is a significant factor which impacts on our enrolment, student learning and school programs.

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>287</td>
<td>277</td>
<td>292</td>
<td>281</td>
<td>286</td>
<td>295</td>
<td>304</td>
</tr>
<tr>
<td>Female</td>
<td>278</td>
<td>257</td>
<td>269</td>
<td>274</td>
<td>272</td>
<td>279</td>
<td>285</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school has a set of procedures in place to manage non-attendance of students, including a whole school attendance improvement program developed in consultation with the Home School Liaison Officer. In addition, the school has the weekly monitoring of student attendance through a prize incentive scheme for perfect attendance, contact with parents for unsatisfactory attendance, referral to the Learning Support Team and Home School Liaison Officer for intervention and implementation of an individual attendance plan if necessary.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>19</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.945</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>1.092</td>
</tr>
<tr>
<td>Executive Release &amp; Part Time Teacher</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.35</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.062</td>
</tr>
<tr>
<td>Total</td>
<td>39.599</td>
</tr>
</tbody>
</table>

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

The school did not have any staff members of Indigenous backgrounds in 2013.

Staff retention

At the end of 2013, a new Principal was appointed to commence in 2014. The new Learning and Support Teacher K-2 was appointed in July to also commence in 2014.
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>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</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>432762.69</td>
</tr>
<tr>
<td>Global funds</td>
<td>280121.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>285299.68</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>180942.28</td>
</tr>
<tr>
<td>Interest</td>
<td>14927.39</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4347.17</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1198400.36</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>13404.13</td>
</tr>
<tr>
<td>Excursions</td>
<td>25105.08</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>69303.52</td>
</tr>
<tr>
<td>Library</td>
<td>7161.95</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>11547.98</td>
</tr>
<tr>
<td>Tied funds</td>
<td>277307.24</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>85413.20</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>107454.81</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>51439.81</td>
</tr>
<tr>
<td>Maintenance</td>
<td>16513.97</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6434.45</td>
</tr>
<tr>
<td>Capital programs</td>
<td>43703.25</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>714789.39</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>483610.97</td>
</tr>
</tbody>
</table>

Of the $483610.97 carried forward, $195089.99 is made up of tied funds. A significant proportion of the remaining funds carried forward will be spent on casual teacher salaries for which we will be billed in December 2013.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School Performance 2013

Academic Achievements

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)

Reading – NAPLAN Year 3

In 2013, 68 Year 3 students completed the NAPLAN tests in reading.

The Reading graphs following show the results for Year 3 students at Fairvale PS compared to state average and similar school group average.

Students placed in the bottom two skill bands will be provided with learning support to assist them to improve their reading skills.

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Reading</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>366.5</td>
<td>397.2</td>
<td>418.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>4</td>
<td>10</td>
<td>25</td>
<td>18</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>5.9</td>
<td>14.7</td>
<td>36.8</td>
<td>26.5</td>
<td>11.8</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>5.3</td>
<td>16.4</td>
<td>29.9</td>
<td>23.5</td>
<td>14.3</td>
<td>10.6</td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>3.8</td>
<td>14.6</td>
<td>22.5</td>
<td>28.2</td>
<td>13.8</td>
<td>17.1</td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>11.2</td>
<td>17.3</td>
<td>24.3</td>
<td>24.3</td>
<td>26.0</td>
<td></td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 3

In 2013, 67 Year 3 students completed the NAPLAN tests in numeracy.

The graphs following show the results for Year 3 students at Fairvale PS compared to state average and similar school group average.

Students placed in the bottom two skill bands will be provided with learning support to assist them to improve their numeracy skills.

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Numeracy</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>360.6</td>
<td>381.8</td>
<td>399.7</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>4</td>
<td>12</td>
<td>24</td>
<td>16</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>6.0</td>
<td>17.9</td>
<td>35.8</td>
<td>23.9</td>
<td>10.4</td>
<td>6.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>8.2</td>
<td>19.4</td>
<td>26.6</td>
<td>21.3</td>
<td>12.0</td>
<td>12.5</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>3.8</td>
<td>12.5</td>
<td>28.8</td>
<td>29.8</td>
<td>18.6</td>
<td>6.5</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>9.7</td>
<td>22.7</td>
<td>27.8</td>
<td>23.0</td>
<td>13.3</td>
</tr>
</tbody>
</table>

Reading – NAPLAN Year 5

In 2013, 69 Year 5 students completed the NAPLAN tests in numeracy.

The reading graphs following show the results for Year 5 students at Fairvale PS compared to state average and similar school group average.

Students placed in the bottom two skill bands will be provided with learning support to assist them to improve their numeracy skills.

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Numeracy</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>479.7</td>
<td>474.6</td>
<td>490.1</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>4</td>
<td>12</td>
<td>19</td>
<td>22</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>5.8</td>
<td>17.4</td>
<td>27.5</td>
<td>31.9</td>
<td>8.7</td>
<td>8.7</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>6.1</td>
<td>17.2</td>
<td>28.3</td>
<td>20.8</td>
<td>16.6</td>
<td>11.1</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>7.1</td>
<td>21.1</td>
<td>29.7</td>
<td>22.8</td>
<td>10.1</td>
<td>9.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>6.3</td>
<td>17.0</td>
<td>25.9</td>
<td>24.8</td>
<td>11.8</td>
<td>14.2</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 5

In 2013, 69 Year 5 students completed the NAPLAN tests in numeracy.

The graphs following show the results for Year 5 students at Fairvale PS compared to state average and similar school group average.

Students placed in the bottom two skill bands will be provided with learning support to assist them to improve their numeracy skills.

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Reading</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>467.7</td>
<td>486.5</td>
<td>500.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>3</td>
<td>13</td>
<td>22</td>
<td>18</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>4.3</td>
<td>18.8</td>
<td>31.9</td>
<td>26.1</td>
<td>14.5</td>
<td>4.3</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>9.1</td>
<td>19.6</td>
<td>29.6</td>
<td>24.3</td>
<td>14.1</td>
<td>3.3</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>2.1</td>
<td>14.1</td>
<td>29.3</td>
<td>29.3</td>
<td>15.6</td>
<td>9.5</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>2.2</td>
<td>11.2</td>
<td>24.3</td>
<td>28.2</td>
<td>20.3</td>
<td>13.8</td>
</tr>
</tbody>
</table>
Progress in reading

The following graphs show the progress students at Fairvale PS made from Year 3 to Year 5 compared to state average and similar school group average. Students at Fairvale PS made improvement well above state average and similar school group average in reading. The growth of student progress is similar to the previous year’s results.

Progress in numeracy

The following graphs show the progress students at Fairvale PS made from Year 3 to Year 5 compared to state average and similar school group average. Students at Fairvale PS made improvement well above state average and similar school group average in numeracy.

Other achievements 2013

Arts

Our school regards the key learning area of Creative and Performing Arts as one in which all students can fully participate, explore and achieve personal accomplishment. Fairvale Public School identifies Creative and Performing Arts as an area of excellence in terms of student achievement and participation.

Students were involved in a comprehensive music, dance and drama program implemented by a specialised creative and performing arts teacher. Classes presented musical and dramatic items at weekly and end of term assemblies. Dedicated teachers trained the school’s senior
and junior choirs and senior, middle and junior dance groups. Through their hard work and dedication, Fairvale Public School’s senior dance group were successfully selected to perform in the South Western Sydney Regional Dance Festival in Term 2 this year.

The gifted and talented performance group has been maintained to a high standard in 2013. This small group of students who were identified as demonstrating excellence in the area of Creative and Performing Arts has received high quality dance, vocal and drama training throughout the school year, ensuring their talents are being identified, nurtured and developed. Shyamelee Devi was selected to participate in the 2013 South Western Sydney Region Talent Identification Program, as well as opening the NSW WIEL conference at The Waterview Function Centre at Homebush. The gifted and talented performance group performed at the Gillawarna Festival at Bankstown Sports Club to much acclaim.

Sport

In 2013, our students were involved in a variety of programs and activities as part of our Personal Development, Health and Physical Education curriculum. Students completed units of work in Road Safety, Peer Support, Drug Education and Child Protection. The school believes in maximising student participation and opportunities to develop the values, skills and attitudes that promote happy and healthy lifestyles.

The sporting highlights of 2013 included:

- Students participated in K-2 Sport, House Sport (Years 3-6) and Primary School Sports Association (PSSA) Sport competitions. This year, Fairvale Public School was represented in Cricket, T-Ball, Softball, Basketball, Netball, Newcombeball, Touch Football, Oztag and Rugby League.

- Fairvale Public School had 6 teams progress to Lansdowne Zone PSSA Finals in 2013, with the Boys Touch Football team being Premiers and the Boys Basketball, Junior Oztag and Boys Softball teams being Joint Premiers. Our Senior Rugby League team also finished top of the table in their competition. A total of 26 students were selected in Lansdowne Zone teams, with 5 students qualifying for Sydney South West (SSW) teams this year.

- Fairvale Public School students also participated in our annual Swimming, Cross Country and Athletics Carnivals in 2013. The school went on to win the Zone Swimming Carnival and placed second in both the Zone Cross Country and Zone Athletics Carnivals. Two students qualified to represent the school at the State Athletics Carnival and one student qualified for the State Swimming Carnival.

- We congratulate Billy Hamawi, who was the recipient of a Zone Blue Award for excellence in Sport and was also awarded the Zone President’s Award for Champion Student in Lansdowne Zone for 2013.

- Students in Kindergarten, Years 2, 4 and 6 participated in Gymnastics. Students learnt to strengthen their core through a range of fundamental movements provided by the ‘Be Skilled, Be Fit’ professionals.
Fairvale Public School also participated in the Premier’s Sporting Challenge in 2013, receiving a Gold Award for our outstanding results. Funds received through the program were used to update sporting equipment across the school.

Our school also continued the School Swimming Scheme program in 2013. A total of 120 students across Years 2-6 developed vital water safety skills through participation in the program.

**Significant programs and initiatives**

**Aboriginal education**

Fairvale Public School implements a school based Aboriginal Education Policy in accordance with the DEC Aboriginal Education Policy. All students are exposed to Aboriginal education through teacher programs and hands on activities.

All Aboriginal students have individual learning plans (ILPs). An SLSO was employed to assist Aboriginal students in their classrooms. This program was seen as very beneficial as it supported the students in their learning.

This year, a group of Aboriginal performers came out to our school to take part in our NAIDOC week activities. Different activities were organised and students were able to rotate through the activities. Some examples of the activities were boomerang throwing, sand art, stories about artefacts and the highlight of the day, cooking then eating a kangaroo stirfry! The students thoroughly enjoyed the day and increased their knowledge of Aboriginal culture.

**Multicultural Education**

Multicultural education is a fundamental element of the teaching and learning programs at Fairvale Public School, as it builds the knowledge, skills and attitudes required for our culturally diverse society. Students learn about other cultures and celebrations around the world and develop an understanding and respect for the values of others. The value of Multiculturalism is embedded into all Key Learning Areas.

Our English as a second language (ESL) program provided support for 90% of students at the school. ESL support was provided using a wide variety of teaching strategies across the school.

The school’s Community Liaison Officers (CLOs) developed a strong sense of school and community spirit by establishing a weekly parents’ café where parents from many cultural backgrounds meet to share experiences.

**National Partnership Programs**

In 2011, Fairvale Public School began participation in the National Partnership on Low SES School Communities. This program aims to transform the way that schooling takes place in participating schools and to address the complex and interconnected challenges facing students in disadvantaged communities. It also aims to improve the educational outcomes of students, including literacy and numeracy outcomes.

In 2013, we continued to build upon our successes.

The National Partnerships program has allowed us to increase and improve our literacy, numeracy, and community programs. We also had a focus on improving student engagement and our school leadership and management.

We completed the teacher professional learning program, Focus on Reading (FoR) which has improved the students’ learning outcomes in the area of literacy. Teachers are now better able to meet the individual literacy learning needs of students.

Student learning needs in literacy and numeracy were supported by School Learning Support Officers (SLSO) and the employment of an ESL teacher 1 day per week.
The learning needs of Aboriginal students were supported by the employment of an SLSO who worked with the class teachers to implement individual learning plans for Aboriginal students.

Home school partnerships and community links were improved by the employment of two Community Liaison Officers, the continuation of an after school homework centre, a parent café and a community playgroup. The success of these programs has increased parent participation and community engagement (See the report below). The Homework Centre is a weekly after school program run by two teachers for an hour each Tuesday. The students are split into two groups and spend half an hour completing their written tasks in a classroom, and the other half of the time in the computer lab where they are allowed to use the computers to access the Internet and other resources. This year, students were asked to contribute a fee of approximately $2 per week to assist with the cost of running the Homework Centre.

The Homework Centre provides students with the opportunity to get help with their weekly homework tasks from teachers who are familiar with the content and access resources such as books and magazines for reading and homework activities. The computer lab enables students to complete online projects, use Mathletics, access their class blog, and use the Internet for research – a facility many students do not have access to at home.

When classroom teachers of the students who attend the Homework Centre were surveyed, it was found that 100% of students were completing and handing in their homework every week, proving that it has been an invaluable service to our students this year.

Purchase of resources including a computer based mathematics program, netbook computers for classroom use and high interest books increased students’ engagement and motivation in their learning.

Leadership development and management capacity of 3 school executive was improved through professional learning by the completion of the Australian Schools Colloquium provided by Australian School of Applied Management.

The Australian Schools Colloquium is an intensive six month leadership development program which focuses on the critical dimensions of effective management. In doing so, it encourages emerging school leaders to deeply explore their own strengths, weaknesses and opportunities as they relate to building and maintaining highly effective teams. The program equips emerging school leaders with the insights, skills and confidence to accelerate their own development as they strengthen the performance of those around them.

The final year for National Partnerships is 2014. Future directions for the National Partnerships program are documented in our revised 2014 School Plan. The School Plan can be accessed through the school website at www.fairvale-p.schools.nsw.edu.au

Other Programs

Our School Community

Our year in 2013 has been a most memorable momentum of tremendous cheer, support and kindness demonstrated by our school community; our parents, carers and families.

Our school community engagement has been exceedingly strong, with high parental and carer support of their children’s learning and active participation across significant schooling events and activities.

As a result, our successful and positive home-school partnership has strengthened a school culture of togetherness, diversity and true community spirit.
How wonderful it has been for our school to work positively together with our families and commit to the same goal – in order to maximise our children’s educational outcomes to the extent possible.

It has truly been a most memorable, meaningful year for Fairvale Public School. We will always remember the extensive and invaluable support displayed by our school community.

Collaboratively facilitated by our School Community Liaison Officers, our community engagement activities have encapsulated:

- A Parents’ Café (held on a weekly basis)
- Numerous Parents’ educational workshops
- A Parent Helpers Program
- Parents’ Nutrition Program
- Multicultural Day Celebration Concert with a Parents’ Choir as a major highlight of the event
- BRIDGES To Higher Education University Visits to the University of Sydney, the Australian Catholic University and the University of Technology, Sydney
- Parents’ Excursions, both social and educational
- Parents’ Luncheons
- P&C gatherings
- Open Day Morning Tea
- Kindergarten Transition to School Program
- ESOL Tutoring Enhancement Program

Our school community engagement goals for 2014 include:
- Building sustainability into our existing partnerships and embedding a model of ‘community spirit’ across all families and community members through meaningful and lasting community engagement initiatives.
- Developing further access to services and knowledge of community development and service organisations in our community.
- Continuing our Parents’ Café and P&C activities.
- Establishing a community garden.

Primary Intensive English Program

This year the Primary Intensive English Program targeted students in Stages 1 to 3. The program developed students’ English literacy abilities as well as supporting the students' welfare in the whole school environment.

Students successfully completed units on Marine Creatures, Australia - states, flags and emblems and Celebrating Christmas. During the program students were able to attend an excursion to Sydney Aquarium to support their learning. This program continues to deliver specialised English support for targeted students.
Positive Behaviour Intervention and Supports (PBIS)

2013 was the first year of implementation of the Positive Behaviour Interventions and Supports (PBIS) Program at Fairvale Public School. PBIS is a key strategy in establishing and maintaining a safe and calm environment at the school. The whole staff were included in devising clear positive rules for the school and quickly decided that at Fairvale we are “FAIR”; which stands for Friendly, Always safe, Into Learning and Responsible.

The PBIS Team established expectations for each rule to teach the students exactly what being Friendly, being Always safe, being Into learning and being Responsible means. These expectations were taught to students across the whole school throughout a series of lessons designed by stage teams.

From there, the PBIS Team devised expectations for each area of the school to build a common understanding of the behaviours we want to see at Fairvale PS. Covering all aspects of the school; at the canteen, during an assembly, in the office, in toilet blocks and on the playground, the new school rules were trialled and have resulted in a common language and a common understanding of the behaviours for students, staff and the community. Next year, a number of large, colourful and area specific signs will be installed around the school to promote the language and expectations of being FAIR at Fairvale PS.

One great success has been the purchasing of the large 3D pencils for the front garden and angled wall flags for the hall which promote the FAIR expectations to the whole school community.

The consistency in expectations of behaviour is explicitly taught through regular lessons that focus on specific skills. Behaviour expectations are clearly articulated by staff. Students actively articulate and practise being ‘FAIR’. 2013 survey data demonstrated a significant reduction in the number of negative behaviour reports and suspensions. Students and staff have a clear understanding of the expectations across our whole school.

School Evaluation: Progress in 2013

NSW public schools conduct evaluations to support the effective implementation of the school plan.

Schools participating in the Low SES School Communities National Partnership are required to undertake an annual evaluation and report on the effectiveness of the strategies that they implemented as part of their National Partnership plan.

Information was collected and analysed using the following evaluation data tools:

- student, staff and parent written surveys;
- student, staff and parent focus groups, including parents of students from non-English speaking, refugee and Aboriginal backgrounds; and
- document analysis of relevant school policies, procedures and teaching programs.

Target 1

Increased levels of literacy achievement for every student consistent with national, state and regional directions.

2013 Targets to achieve this outcome included:

- Decrease the proportion of Year 3 students at or below the expected minimum standard in NAPLAN Reading by 5% from 24% (3 year average 2010-2012) to 19% in 2013.
- Increase the proportion of Year 3 students at proficiency in NAPLAN Reading by 5% from
25% (3 year average 2010-2012) to 30% in 2013.
- Decrease the proportion of Year 5 students at or below the expected minimum standard in NAPLAN Reading by 3% from 27% (3 year average 2010-2012) to 24% in 2013.
- Increase the percentage of students achieving expected growth or greater in Year 5 Reading from 61% (average 2010-2012) to 65% in 2013.
- Students in the IEP will progress one to two ESL scales in Reading.
- Increase the percentage of Year 1 students from 27% in 2012 achieving cluster 6 in Reading Texts to 30% by the end of Term 3, 2013.

Our achievements include:
- In 2013, 21% of Year 3 students scored at or below the expected minimum standard in NAPLAN Reading. This was a decrease of 3%.
- In 2013, 16% of Year 3 students scored at the state proficiency standard in NAPLAN Reading.
- In 2013, 23% of Year 5 students scored at or below the expected minimum standard in NAPLAN Reading. This was a decrease of 4% indicating this target was exceeded by 1%.
- In 2013, 56% of Year 5 students achieved expected growth or greater in NAPLAN Reading.
- In 2013, 100% of students in the IEP progressed at least 1 ESL scale in Reading.
- 29% of students achieved cluster 6 or higher in Reading Texts.

Target 2
Increased levels of numeracy achievement for every student consistent with national, state and regional directions.

2013 Targets to achieve this outcome included:
- Decrease the proportion of Year 3 students at or below the expected minimum standard in NAPLAN Numeracy by 5% from 27% (3 year average 2010-2012) to 22% in 2013.
- Increase the proportion of Year 3 students at proficiency in NAPLAN Numeracy by 5% from 24% (3 year average 2010-2012) to 29% in 2013.
- Decrease the proportion of Year 5 students at or below the expected minimum standard in NAPLAN Numeracy by 3% from 24% (3 year average 2010-2012) to 21% in 2013.
- Increase the percentage of students achieving expected growth or greater in Year 5 Numeracy from 74% (average 2010-2012) to 78% in 2013.
- Increase the percentage of Year 1 students from 32% in 2012 achieving figurative level in Early Arithmetical Strategies to 35% by the end of Term 3, 2013.

Our achievements include:
- In 2013, 24% of Year 3 students scored at or below the expected minimum standard in NAPLAN Numeracy. This was a decrease of 3%.
- In 2013, 16% of Year 3 students scored at the state proficiency standard in NAPLAN Numeracy.
- In 2013, 23% of Year 5 students scored at or below the expected minimum standard in NAPLAN Numeracy. This was a decrease of 1% indicating this target was not achieved.
- In 2013, 80% of Year 5 students achieved expected growth or greater in NAPLAN Numeracy. There was a 6% increase indicating this target was exceeded by 2%.
- 75% of students achieved figurative level in Early Arithmetical Strategies.

Target 3
School structures and practices respect and respond to the diverse needs and unique characteristics of every student. Enhanced well being of our students.

2013 Targets to achieve this outcome included:
- Increase the percentage of teachers using ICT in teaching and learning from 83% in 2012 to 90% in 2013.
- 100% of students attending the Homework Centre complete their weekly class homework.
- 100% of Year 3 and Year 5 Aboriginal students completing NAPLAN are at or above the national average in literacy and numeracy.
- 100% of students entering Kindergarten from the Playgroup will achieve Cluster 2 in Reading Texts by the end of Semester 1, 2013.
- Parent surveys indicate parents feel welcome supported and confident to participate in the life of the school using Quality School Life (QSL) and School Map.

**Our achievements include:**
- Data shows 100% of teachers are using ICT in their daily teaching and learning practices.
- Data showed 100% of students attending the homework centre complete all weekly homework tasks.
- Unable to report on target due to non-participation of any Aboriginal students in NAPLAN 2013.
- Best Start data reported 100% of Playgroup 2012 attendees achieved or exceeded Cluster 2 in Reading Texts.

**QSL data showed parents report:**
- 83% feel the school encourages new students and their families to be involved in school activities.
- An average of 25 parents regularly attend Parent’s Café.
- Parental attendance at monthly P&C meetings has increased from 4% of families represented in 2012 to an average of 5% in 2013.
- 23 parents (6% of families represented) have completed training in and participate in the Parent Helpers Program.

**Target 4**

**Strengthened leadership and management capacity of school staff and executive to drive school improvement.**

2013 Targets to achieve this outcome included:
- 100% of staff will negotiate individualised TPL Plans linked to the National Professional Standards for Teachers.

**Our achievements include:**
- 100% of staff developed and used TPL Plans linked to the National Professional Standards for Teachers.

**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 levels of literacy achievement for every student consistent with national, state and regional directions.

**2014 Targets to achieve this outcome include:**
- Decrease the proportion of Year 3 students at or below the expected minimum standard in NAPLAN Reading by 3% from 23% (3 year average 2011-2013) to 20% in 2014.
- Increase the proportion of Year 3 students at proficiency in NAPLAN Reading by 3% from 24% (3 year average 2011-2013) to 27% in 2014.
- Decrease the proportion of Year 5 students at or below the expected minimum standard in NAPLAN Reading by 3% from 26% (3 year average 2011-2013) to 23% in 2014.
- Increase the percentage of students achieving expected growth or greater in Year 5 Reading from 58% (average 2011-2013) to 61% in 2014.
- Students in the IEP will progress one to two EAL/D learning progression phases across one or more language modes.

**Strategies to achieve these targets include:**
- Sustain students’ improvement in their reading and comprehension ability by continuing to implement Focus On Reading (FoR) K-6.
- Purchase a range of literary, factual, visual and multimedia resources to support the implementation of Focus on Reading K-6.
• Cater for students with speech and language needs by teacher led professional learning based on the program run by the speech pathologist and occupational therapist in 2011-2012.
• Employ four class teachers to allow four Assistant Principals to be off class to support student learning in literacy, in all stages five days per week.
• Employ a School Learning Support Officer (SLSO 0.4) to support Aboriginal students in literacy, for 8 weeks per term.
• Employ SLSO (0.6) to support students performing below expected minimum standard in literacy.
• Continue to implement high quality teaching and learning programs in English using the Australian Curriculum.

• Increase the percentage of students achieving expected growth or greater in Year 5 Numeracy from 75% (average 2011-2013) to 78% in 2014.
• Increase the percentage of Year 1 students from 75% in 2013 achieving figurative level in Early arithmetical strategies to 78% by the end of Term 3, 2014.

Strategies to achieve these targets include:
• Implement school-based, regional and state-wide professional learning programs that will increase teachers' capacity to identify and address students' numeracy learning needs through the whole school implementation of Mathletics, CMIT, PLAN and the numeracy continuum.
• Employ four class teachers to allow four Assistant Principals to be off class to support student learning in numeracy, in all stages five days per week.
• Purchase a range of numeracy resources including multimedia resources to support the teaching of numeracy K-6.
• Employ a School Learning Support Officer (SLSO 0.4) to support Aboriginal students in numeracy, for 8 weeks per term.
• Employ SLSO (0.6) to support students performing below expected minimum standard in numeracy.
• Assistant Principals (K-2) to work with classroom teachers to model use of Targeted Early Numeracy (TEN).
• Assistant Principals (3-6) to work with classroom teachers to model use of Taking Off With Numeracy (TOWN).
• Implement high quality teaching and learning programs in Mathematics using the Australian Curriculum.

School priority 2
Outcome for 2012–2014
Increased levels of numeracy achievement for every student consistent with national, state and regional standards.

2014 Targets to achieve this outcome include:
• Decrease the proportion of Year 3 students at or below the expected minimum standard in NAPLAN Numeracy by 3% from 24% (3 year average 2011-2013) to 21% in 2014.
• Increase the proportion of Year 3 students at proficiency in NAPLAN Numeracy by 3% from 25% (3 year average 2011-2013) to 28% in 2014.
• Decrease the proportion of Year 5 students at or below the expected minimum standard in NAPLAN Numeracy by 3% from 24% (3 year average 2011-2013) to 21% in 2014.
School priority 3
Outcome for 2012–2014

School structures and practices respect and respond to the diverse needs and unique characteristics of every student. Enhanced well-being of our students.

2014 Targets to achieve this outcome include:

- Maintain the percentage of teachers using ICT in Teaching and Learning from 100% in 2013 and continue in 2014.
- 100% of students attending the Homework Centre complete their weekly class homework.
- 100% of Aboriginal students will achieve stage outcomes in reading texts.
- 100% of Aboriginal students will achieve stage outcomes in Early Arithmetical Strategies and Place Value.
- Increase the percentage of Kindergarten students from the Playgroup achieving Cluster 3 in Reading Texts by 3%, from 66% in 2013 to 69% by the end of Term 3 in 2014.
- 85% of families feel informed, included and confident to participate in school life.

Strategies to achieve these targets include:

- Facilitate inclusive school environments that encourage and build productive family and community partnerships.
- Identify and promote best practice in Aboriginal Education.
- Employment of Community Liaison Officers (CLO 2 x 0.2) to promote increased parental involvement, with particular reference to the needs of our culturally and linguistically diverse community.

- Continue the playgroup for pre-school aged children to support the transition to school program and to build social skills of students and their parents and foster community links. Employ a teacher one day per week. Purchase of resources and consumables. Train parents to sustain the program beyond 2014.
- Continue TPL for Interactive White Boards (IWB), Connected Classroom and improved access to ICT for all students and teachers. Purchase a set of student netbooks with wireless access to facilitate group work across the school.
- Employ a Technology Mentor (0.4) to support the implementation of technology in classrooms.
- Implement high quality teaching and learning programs in Creative and Practical Arts, Human Society and Its Environment, Science and Technology and Personal Development, Health and Physical Education including planning for the Australian Curriculum.
- Implement high quality transition programs to support students and their families throughout schooling.
- Continue after school homework centre to assist students with their homework and learning 1 day per week. Employ two casual teachers to run the Homework Centre.
- Targeted TPL on 21st century learning providing students with skills to direct their own learning and increase student engagement.
- Implement high quality proactive student well-being programs and student leadership programs.
School priority 4
Outcome for 2012–2014
Strengthened leadership and management capacity of school staff and executive to drive school improvement.

2014 Targets to achieve this outcome include:
• 100% of staff will achieve their National Professional Standards aligned learning goals as described in their PLPs.

Strategies to achieve these targets include:
• All staff have a professional learning plan linked to career planning, professional learning, performance and student outcomes.
• TPL plans linked to the Australian Teacher Performance and Development Framework.
• Identify and develop quality, innovative and strategic leaders at all levels to support career development and succession planning.
• Employ School Administration Officer (SAO 2) 0.2 to catalogue and manage learning resources.
• Purchase additional stage planning release time for each stage to allow for improved whole school planning, programming and assessment.
• Maintain and increase links with Communities of Schools (CoS) to continue to develop teacher networks. Investigate Instructional Rounds network.
• Continual evaluation and modification of school plans and programs.
• Participate in the Australian Applied Management and Leadership Colloquium to build leadership capacity of school executive team.
• Executive team and SAM to participate in professional learning about Learning Management and Business Reform (LMBR).

Professional Learning
All staff participated in professional learning in a variety of areas in 2013. This was funded by Teacher Professional Learning, school global funds and National Partnerships. This included building teacher capacity with the employment of 4 class teachers to allow 4 Assistant Principals to be off class to support student learning in literacy and numeracy.

The Assistant Principals:
• provided inspiring demonstration lessons in literacy and numeracy to improve teacher quality. The lessons modelled exemplary practice of the teaching and learning cycle. Teachers reported that collaborative programming was highly effective as a tool to develop improved teaching and learning, whilst maintaining consistency. Teachers also reported that the lessons enabled them to better meet the needs of all students.
• mentored teachers through the creation of units of work. These units exposed teachers to the NSW English and Mathematics syllabus for the Australian curriculum, were linked to creativity, embedded with ICT and focused on students’ strengths and needs. Programs utilised differentiation of skills, allowing for the use of fluid and flexible groups. Learning intentions and success criteria were key features that were modelled. Students reported they are enjoying reading and maths lessons more and they have a range of strategies and tools when reading texts and solving problems.
• provided TPL on programming and how to create varied assessment techniques to determine individual student’s needs. Teams developed appropriate Quality Teaching based curriculum to meet those needs, ensuring consistency of teacher judgement was met through grade rubrics and/or formative assessment tasks.
• changed the approach of collaborative stage planning by deliberately moving away from one planning day per term, where each team member is responsible for the programming, resourcing and assessing one KLA, to a process where stage teams met every 5 weeks. During this planning time, teams backward mapped from the outcomes to be achieved, considering the needs and knowledge of the students in their class.

Other Professional Learning included:
• Weekly Professional Learning meetings for all teachers. This involved being trained in mandatory professional learning such as Code of Conduct, CPR, Child Protection and Asthma.
Regular training in integrating technology into teaching and learning and the Australian Curriculum was also a priority.

- Professional learning was also conducted on the school development days of Terms 1, 2 and 3 and the last two days of the school year.
- Early Career Teachers (ECTs) participating in an extensive training and development program delivered by our Early Career Teacher Mentor (ECTM). The program was held after school hours and in consultation with the ECTs, the ECTM designed meetings and activities to support their teaching, career development, accreditation gathering and learning needs. Many of them completed courses that were relevant to areas they identified for further development and presented their knowledge to staff as a part of teacher professional learning meetings, held each week.
- Continuation of the Staff Induction Policy for newly appointed teachers, including temporary teachers employed for the year.
- Staff attendance at outside professional learning activities which were pertinent to the school’s Management Plan and teacher needs. This included training of school executive in readiness for and implementation of the Australian Curriculum.

As a result of these programs the school’s tied Teacher Professional Learning budget was fully expended and a large part of the National Partnerships budget was also dedicated to professional learning.

### 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.

Dianne Donatiello - Acting Principal
Kathy Needham - Relieving Deputy Principal
Melanie Macmillan - Relieving Deputy Principal
Cameron Smyth-Gapps - Assistant Principal
Kristy Byrne - Assistant Principal
Tanya Batten - Relieving Assistant Principal
George Elhlou - Parent Representative
Melissa Laughlin - Teacher Representative
Grace Olivera - Teacher Representative
Karen Short - Teacher Representative
Nermine Assad - Teacher Representative
Hong Ly - Student Representative Council
Maria Ha - Community Liaison Officer

### School contact information

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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: