Fairy Meadow Demonstration School

Annual School Report

1898

Friendly

Engaging

Environmental

2012
Messages

Principal’s message
Fairy Meadow Demonstration School is committed to the provision of a caring learning environment where quality, focused teaching and high expectations of students is evident in every classroom and learning opportunity across the school. Our students are engaged and meaningfully challenged in their learning from Pre-School to Year 6.

We enjoy a reputation as a strong, dynamic and responsive school which focuses on providing highly effective programs and practices aimed at enhancing student learning. Our school provides a number of academic, cultural and sporting opportunities including dance, public speaking, chess, debating and choir. We promote a healthy and active lifestyle and encourage lifelong fitness through our comprehensive sport programs allowing students to compete successfully in a wide selection of local and state wide competitions and recreational activities.

Technology is imbedded into all teaching and learning programs. Each classroom has an interactive whiteboard and students visit the computer lab regularly. Our video conferencing equipment enables students to network with other schools on a diverse range of projects and to share experiences across the world.

Fairy Meadow Demonstration School has created and fostered strong ties with the Education Faculty at the University of Wollongong. Pre-service teachers at the university have opportunities to experience authentic learning in classrooms throughout the year. Our teachers mentor university students in the delivery of quality teaching in practical settings across the school.

We pride ourselves on our student welfare programs. Our students learn and grow guided by the key values – Be Safe, Be Responsible and Be Respectful which are central to the Positive Behaviours for Success program which has been implemented successfully over the last few years.

Strong community partnerships are a strength and expectation of the school. The partnership between the parent, the child’s teachers and the school, is very important. Parents are welcome into the school as partners in the education of their children and do so in many ways - P & C and committee membership, assistance with reading, mathematics, craft, gross motor skills programs, library work, working bees and helping in the canteen. Participation in these important aspects of school life provides parents with valuable opportunities for sharing expertise, involvement in decision making, demystifying school and parent education.

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.

John Thorne
Principal

P & C and/or School Council message
During 2012 the Fairy Meadow Demonstration School P&C Committee has been a dedicated and committed group of parents of our school community.

The P&C is responsible for our clothing pool and our School canteen, both of which provide an invaluable service to our school and its families.

The P&C and the sub-Fundraising Committee undertook a number of fundraising activities this year, some of which were: Spring Bulbs, Lamington Drive, Mother’s Day and Father’s Day
stall, School Cross Country Refreshments, Family Portrait Day, School Discos (Term 2 and Term 4) and various raffles during the year, with our super raffle at the end of the year, and finally, our Bunnings BBQ.

The P&C held our Welcome BBQ for our new parents to our school, in Term 1 and have added support to our school community and also provided a Life Education night. Student Accident Insurance cover was also paid for and various donations were made, one being to our school Library.

Many thanks to our P&C Committee members, parents and carer helpers for their dedication, help and support throughout the year. We will always strive to provide support and help to our school through our fundraising efforts. We hope the P&C Committee continues to grow from strength to strength for the coming New Year.

Cheryl Tselonis, P&C President 2012

Student representative’s message

This year has been a very productive one for the SRC. We have been involved in activities both at school and in the community.

At the beginning of the year a group of our senior SRC leaders took part in a leadership conference held at the University of Wollongong. Our school Presidents also represented at ANZAC and Remembrance Day ceremonies. We thank them all for the manner in which they represented our school. Their pride in our school was evident.

On the school front it has been a fun but busy time. The SRC has been involved in coordinating playground happenings and running the sports box. Fundraising involved a Crazy Hair/Hat Day, Disco, Walkathon and Treasure Stall. Over $3000 has been raised this year and donations were made to Healthy Hearts, RSPCA, Cancer Council, Smith Family and Salvation Army. Money raised was also used to buy sport equipment for our own use.

Many thanks go to all SRC members and their parents and carers who helped organise and supported our activities over the year. Lastly thanks go to our own school community who continually motivate and guide us with their ideas and enthusiasm.

Charlie Banks-Robinson & Jack Webb (SRC Presidents)
Management of non-attendance

In 2012, FMDS implemented recommendations from the 2011 Attendance Review.

During 2012, the Home School Liaison Officer visited on a fortnightly, then monthly basis to monitor attendance. Meetings were arranged between the HSLO and parents when attendance was less than 85%. Attendance has improved significantly, with increasing numbers of parents contacting the school to complete exemption forms for extended holidays and to explain absences.

Staff information

<table>
<thead>
<tr>
<th>Position</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Primary Principal</td>
<td>3.000</td>
</tr>
<tr>
<td>Primary Non-Teaching AP</td>
<td>1.000</td>
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<tr>
<td>Primary AP</td>
<td>1.000</td>
</tr>
<tr>
<td>Primary Teachers</td>
<td>1.000</td>
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<tr>
<td>Primary Part-Time Teacher</td>
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</tr>
<tr>
<td>Primary Teacher RFF</td>
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</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.800</td>
</tr>
<tr>
<td>Primary Teacher of ESL</td>
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</tr>
<tr>
<td>Preschool Teacher</td>
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<tr>
<td>Preschool Teacher RFF</td>
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</tr>
<tr>
<td>Primary Student Support Teacher for Mild ID</td>
<td>2.000</td>
</tr>
<tr>
<td>Primary Student Support Teacher for Moderate ID</td>
<td>1.000</td>
</tr>
<tr>
<td>Primary Student Support Executive Release</td>
<td>0.042</td>
</tr>
<tr>
<td>Primary Student Support RFF</td>
<td>0.420</td>
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<tr>
<td>Primary AP Moderate Intellectual Disabilities</td>
<td>1.000</td>
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<tr>
<td>Primary SS Teacher Learning Assistance SLST</td>
<td>0.800</td>
</tr>
<tr>
<td>Primary Student Support Teacher for Language Disorders</td>
<td>1.000</td>
</tr>
<tr>
<td>Primary Student Support Teacher for Reading Recovery</td>
<td>0.500</td>
</tr>
<tr>
<td>Primary AP Learning Difficulties APLA</td>
<td>1.000</td>
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<tr>
<td>Primary District School Counsellor</td>
<td>0.800</td>
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</tbody>
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TOTAL TEACHING STAFF: 28,334

FMDS had no staff that identified as Aboriginal or Torres Strait Islander in 2012.

Staff retention

The majority of staff from 2011 continued into 2012. We welcomed the appointment of Mr Michael Prior as the new Teacher/Librarian in 2012. The retirement of Mrs Dorothy Vossen after many years in the school gave an opportunity to Mr Ben Swan to continue his association with Fairy Meadow Demonstration School. One of our Assistant Principals, Steve Hailstone, was appointed Assistant Principal of Keiraville PS after a rigorous merit selection process and took up his position mid-year. This necessitated the appointment of Miss Christie Roberts, a beginning teacher, who took up a full-time position on Kindergarten. Mrs Vivienne Reilly-Mitchell continued her association with the school as a temporary appointment on the Year 4/5, with Mrs Jane Boyd on Year 2.

With serious illness amongst some staff, Mrs Jahna Sullivan successfully took on the role of teacher in the Senior IM class. The School Learning Support Officer position in the Junior IM class was filled by Mrs Gillen and Mrs Foerstner on a casual basis.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>51%</td>
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</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 30/11/2012

Income $894,037.36
Balance brought forward 292,990.65
Global funds 306,170.42
Tied funds 143,825.77
School & community sources 127,397.55
Interest 14,166.27
Trust receipts 9,486.70
Canteen 0.00
Total income $894,037.36

Expenditure $601,291.56
Teaching & learning
  Key learning areas 85,910.65
  Excursions 25,949.50
  Extracurricular dissections 39,794.32
Library 11,940.17
Training & development 841.00
Tied funds 179,563.24
Casual relief teachers 113,413.24
Administration & office 54,127.00
School-operated canteen 0.00
Utilities 46,632.09
Maintenance 27,561.66
Trust accounts 10,354.73
Capital programs 6,061.00
Total expenditure $601,291.56
Balance carried forward $292,745.80

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Fairy Meadow Demonstration School has been involved in a number of extra-curricular activities in the arts during 2012. Creative and Practical Arts (CAPA) groups continued in Stage 2 and 3 where students were involved in Choir, Dance, Drawing or Drama on a weekly basis.

Our Stage 2 Choir with Ms Lacey and Mrs Reilly-Mitchell and Stage 3 Choir with Mrs Nowotny and Mrs Bull rehearsed weekly to attend and perform in the Wollongong Choral Festival at the Wollongong Town Hall. They also performed at school and community activities throughout the year including assemblies, celebrations and Christmas events.

Our Dance Group included students from Years 1-4. These students worked extremely hard during lunch times to create a dance piece that was selected for both Regional and State Dance Festivals with support and choreography by Mrs Morgan and Ms Roberts. The group was also invited to perform at the Martin Place Showcase, which is a great honour.

Fairy Meadow Demonstration School selected a separate dance group from Years 4-6 to perform in Southern Stars. These students were assisted by Mrs Tomljenovic, and we were very proud to see so many students participate in this opportunity. In addition, FMDS had 1 student selected in the ISER Performing Company as a Featured Primary Vocalist. Another student was also selected as part of the Southern Stars Mass Choir.

For the first time, students in Year 6 at FMDS were invited to enter the Keira Bald Art Competition for students from the Keira High School Community of Schools. A number of students’ work was showcased at the exhibition, and one student’s work received a highly commended award. This piece also won the People’s Choice prize.

Fairy Meadow Demonstration School’s two IO Support Classes successfully participated in the Wollongong Eisteddfod and made parents, teachers and the whole school community very proud of their efforts.

Our continued excellence in the Performing Arts has been made possible by the dedication and expertise of the staff at Fairy Meadow and the ongoing support from the community. We look forward to further achievements in 2013.
**Sport**

Students at the school were offered a variety of opportunities to participate in sport, and the chance to undertake regular exercise through our whole-school fitness program.

The school’s school swimming, cross-country and athletics carnivals took place in the first semester. Our school won the Brokers athletics and cross country carnivals, thanks to outstanding performances across all age groups. Students represented our school at all three regional carnivals.

The school’s Friday sports program, which ran in Terms 1, 2 and 3, helped students develop sports-specific skills and apply them in non-threatening competition. Students were given further opportunity to participate in competitive sport at District AFL and Dragon Tag Gala Days held in Term 3 and Term 4. In addition, our school entered teams in several NSW PSSA sports competitions. Our school held a mini Olympic day which was enjoyed by all. Our Stage 1 students participated in a tennis program with one of our local tennis coaches.

At the annual Learn to Swim Program qualified Aus-swim instructors taught students important swimming and water safety skills free of charge.

Fairy Meadow Demonstration School’s Term 4 Recreational Sports Program ran for the third consecutive year. This program allowed students an opportunity to experience a sport of their choice that is not catered for by our other sports programs. Popular choices included futsal and circus skills. Thank you to the local organisations, coaches and businesses, who provided their services and facilities at a reduced cost.

Our support unit students participated in the Sports Ready program, an initiative of the Disabilities Trust, during Terms 1, 2 and 3. Our support unit hosted a mini-Olympics day and invited Special Education classes from other Illawarra schools.

In 2013 the school is implementing our Live Life Well at School action plan. We are primarily targeting the improvement of Fundamental Movement Skills across the entire student population and improved teacher instruction in PE lessons.

**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)

**Reading – NAPLAN Year 3**

The graph above illustrates a significant increase in the percentage of students achieving in the proficiency Bands 5 and 6 in Reading. The school had an achievement level of 58% in these two bands as compared to 28% and 22% in the two previous years. No students were placed in Band 1 in Year 3 Reading.
Numeracy – NAPLAN Year 3

The percentage of students achieving in proficiency Bands 5 and 6 in 2012 was 52%. This is a favourable comparison when compared with 2011 and 2010 results which showed achievement of 49% and 25% respectively in these high bands.

Writing – NAPLAN Year 3

The school’s Writing results above show 52% of students achieving in the highest Bands 5 and 6. It is noted that many of the students (almost 48%) however are placed in Band 5. The school has initiated strategies for 2013 to lift student achievement from Band 4 to 5 and from 5 into the highest band of 6.

Spelling – NAPLAN Year 3

Grammar & Punctuation – NAPLAN Year 3

Both Spelling and Grammar & Punctuation show significant improvement in the percentage of students achieving in the highest bands compared to the 2008-2012 average.
Reading – NAPLAN Year 5

Numeracy – NAPLAN Year 5

Writing – NAPLAN Year 5

Spelling – NAPLAN Year 5
Results show that there has been a significant increase in Reading progress for students at Fairy Meadow Demonstration School. Average growth in Reading is substantially above both Similar School Groups and the State average.

Progress in numeracy

Results show that significant improvements have occurred in Numeracy. The chart above shows average growth in Numeracy progressively improving over each 3 year period since 2008 until now where the school sits only a few points below Similar Schools Groupings and the State average.

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.

**Significant programs and initiatives**

**Language, Learning and Literacy**

*Language, Learning and Literacy* (L3) is a research-based program for Kindergarten students. Over the past years, all Kindergarten teachers in our school have participated in the training and implementation of this program in their classrooms.

L3 focuses on providing rich literacy experiences to assist all children to become successful readers and writers. It occurs as part of the daily literacy lesson within the Kindergarten classrooms.

During the literacy session, children are taught in small groups of three to four students. While
each group is being given short, explicit lessons in Reading and Writing, the rest of the class are independently completing carefully selected activities to extend their literacy learning.

The results of this initiative continue to be impressive and we plan to continue with the implementation of this initiative into the future.

In 2013, L3 was extended into the Year 1 classes. The teachers implemented the strategies and ideas behind the program to help support the students literacy skills. The Year 1 teachers attended professional development days throughout the year to ensure continuation and commitment to L3 ideals.

Positive Behaviour For Success
Our Positive Behaviour for Success program is still actively implementing and encouraging our values of being safe, being responsible and being respectful. While all these components are explicitly taught to all students, these are broken down into different settings. Students focus on two or three simple, direct areas of expectation ensuring their understanding is complete in each setting. Fairy Meadow Demonstration School offers instant and long term positive reinforcement and rewards for all students, regardless of ability or situation.

During Semester Two of 2012, our PBS team implemented Phase Two of this program, the Check-in-Check-Out system. It provides one-to-one guidance with specific individual goals, to help students comply with our values. The results have been positive from students, staff and parents.

Phase Two will be ongoing in 2013, with the PBS Committee monitoring the progress of individual students.

Aboriginal education
In 2012, we have worked to increase cultural awareness of indigenous people throughout the entire school. This has been facilitated through the "No Gap No Excuse" program. Mrs Boyd was trained as a facilitator of this program and worked through Module 1 with all staff members at the SDD in Term 2. The program was well received by staff with many commenting on the knowledge they had gained.

In Term 2, Stage 1 studied the COGs unit "Local Places". During this unit we looked at the history of our local area including the role of Aboriginal people within our community. Symon Browne kindly donated his time to talk to us about culture and customs including art work, music and dance. This activity was enjoyed by all students who particularly enjoyed the dancing, whilst the boys played the didgeridoo.

Parent and local artist, Symon Browne, above, with his artwork Australian Test Pattern which he kindly donated to the Fairy Meadow Demonstration School where it is on display in the administration foyer.

In Term 3 we invited Anthony McKnight, Lecturer for Aboriginal Studies at University of Wollongong to speak to the school as part of NAIDOC. Anthony spoke about the importance of respect for one another as well as for our environment. His talk not only enriched the student’s knowledge but also that of the staff and many have expressed their increased understanding of Aboriginal culture and people.

During this term Symon Browne once again imparted his extensive knowledge of Aboriginal people and culture by working with a large group of Chinese students who were visiting our school. Our visitors thoroughly enjoyed Symon’s activities and gained an excellent idea of Aboriginal people and culture.

During the year we have continued to work with outside agencies to assist any indigenous families in need. These agencies have greatly helped all involved and we hope to continue these relationships in the future.
Multicultural education

The students from FMDS come from over 20 different cultural backgrounds. Each year we continue to enroll students from a variety of non-English speaking backgrounds, both residents of and temporary visitors to, Australia.

We have developed a reputation for inclusiveness amongst our overseas students, as many deliberately seek to live in our drawing area in order to access the school and its ESL program. During 2012 we enrolled a substantial number of dependents of International Students from the University of Wollongong, from Saudi Arabia and Sri Lanka.

A group of students and teachers from Wuchang Experimental Primary School of Hubei, China visited Fairy Meadow Demonstration School in August. The 22 Chinese students were hosted by our students from Years 5 and 6.

Through their COGS Units, as well as interaction in their classrooms, all students learn about the customs, cultures and life-styles of the different nationalities of their class-mates. Parents or community members who would like to share information about their cultures are always welcomed.

Reading Recovery

Reading Recovery has continued to assist Year 1 students who are in need of extra support in lifting their reading and writing levels to that of their peers. Students participating in the program have intensive one on one daily 30 minute lessons for up to 20 weeks to provide them with every opportunity to reach grade expectations. Reading Recovery students continue to be monitored and data collected as they progress to Year 2 and Year 3.

In 2012 a new teacher has been training in the Reading Recovery theories, with four students each day able to access the program. In 2013 this teacher will complete her training and continue to teach four students each day. This will further support the students’ literacy achievements at our school.

Progress on 2012 targets

Target 1

Literacy – Increased levels of Reading and Writing achievement for every student

Expected growth in literacy from Year 3 to Year 5 for all Year 5 students in 2012 NAPLAN

- 38% of Year 3 students achieve proficiency bands in Reading 2012 NAPLAN
- 45% of Year 3 students achieve proficiency bands in Writing 2012 NAPLAN
- 35% of Year 5 students achieve proficiency bands in Reading 2012 NAPLAN
- 25% of Year 5 students achieve proficiency bands in Writing 2012 NAPLAN

80% of Kindergarten students reading at or beyond reading recovery level 12 by the end of 2012

Our achievements include:

- 64.6% of Year 5 students achieved greater than, or equal to, expected growth in NAPLAN reading. Percentage for Grammar & Punctuation was 60.8% and for Spelling, 68.6%.
- Fairy Meadow Demonstration School’s average growth for Reading was 99.4 points. This is 21.6 points better than the State average.
- 58% of all students in Year 3 achieved in the proficiency bands in NAPLAN Reading 2012.
- 52% of all students in Year 3 achieved in the proficiency bands in NAPLAN Writing 2012.
• 22% of all students in Year 5 achieved in the proficiency bands in NAPLAN Reading 2012.
• 10% of all students achieved in the proficiency bands in NAPLAN Writing 2012.

Strategies to improve the performance and achievement levels of Year 5 Writing have been included in the School Plan Writing 2013 – 2014.

**Target 2**
**Numeracy - Increased levels of Numeracy achievement for every student**

Expected growth in literacy from Year 3 to Year 5 for all Year 5 students in 2012 NAPLAN

30% of Year 3 students achieve proficiency bands in Numeracy 2012 NAPLAN

26% of Year 5 students achieve proficiency bands in Numeracy 2012 NAPLAN

Our achievements include:

• 47% of Year 5 students achieved greater than, or equal to, expected growth in NAPLAN Numeracy
• 36% of all students in Year 3 achieved in the proficiency bands in NAPLAN Numeracy 2012.
• 14% of all students in Year 5 achieved in the proficiency bands in NAPLAN Numeracy 2012.

We successfully achieved increasing the attendance rate from 92.1 in 2011 to 94.8 in 2012, due to a concerted effort by staff and parents to ensure that students attend school daily, unless they are sick, or for special circumstances.

We successfully reduced the number of short suspensions to 15, below our target of 16, with only 2 long suspensions. Our total number of suspensions was 17, just above our target of 16.


• The Learning Support Team reviewed, streamlined and implemented guidelines, flowcharts, and quality practices to meet the strategic support needs of every student in every class across the school.

**School evaluation - Mathematics**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Mathematics.

**Background**

In 2012 Fairy Meadow Demonstration School chose to evaluate Mathematics. The school wanted to analyse the success of strategies and programs currently in use with a view to promote, improve and develop mathematics based on learning.

**Background**

A number of assessment instruments were used to collect data. These included:

• Analysis of student work samples and performance in state wide and in-school assessment tasks.
• Survey of parents, students and teachers to obtain an overall perspective of mathematics in the school;
• A stocktake of resources currently utilised in the delivery of mathematics programs throughout the school.

**Findings and conclusions**
Under the heading of Positive Experiences, Strengths and Opportunities, parents comments included that the school was:

- Tailoring learning levels based on abilities and strengths. This sentiment was mentioned in many of the surveys returned.
- Providing a fun educational environment
- Providing problem solving opportunities
- Ensuring hands on opportunities, amazing success and feelings of self-worth with ongoing feedback.
- Not providing parents with enough information regarding mathematics teaching and parents felt unable to comment.

What more needs to be done to improve your child’s learning in Mathematics?

Some responses included:

- Greater focus on problem solving and literacy skills in mathematics. Better communication with home. Catering for different learning styles
- Communicate to parents more. Discuss teaching methods with parents
- Make it more challenging if they are capable
- More practice, It could be by using a computer program that the student can also use at home to help them practice maths

In answer to this question the responses generally were in regard to a greater emphasis on problem solving and literacy skills in mathematics; the school assist parents to increase their knowledge of how mathematics is taught; greater communication between school and home regarding mathematical concepts being taught and how parents can help students to understand and regular mathematics homework revising concepts covered in the classroom.

What things do you believe impact most on students at FMDS not reaching expected levels of achievement?

- If children don’t understand maths in the first few years of schooling then they are lost in the later years; early intervention to support students struggling with maths concepts
- Use a variety of teaching methods to engage students

Parent Responses

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<thead>
<tr>
<th>Statement</th>
<th>Almost always or usually</th>
<th>Sometimes or rarely</th>
</tr>
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<tbody>
<tr>
<td>My child is effectively taught all aspects of Mathematics</td>
<td>83%</td>
<td>17%</td>
</tr>
<tr>
<td>My child is performing well in Mathematics</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>My child uses technology in Mathematics lessons</td>
<td>23%</td>
<td>77%</td>
</tr>
<tr>
<td>I have a good understanding of my child’s achievements in Mathematics, how it is taught at school and how I can help at home</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Teaching and learning Mathematics is a priority at the school</td>
<td>84%</td>
<td>16%</td>
</tr>
</tbody>
</table>
The assessment and monitoring of my child in Mathematics is helping them to improve

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<tbody>
<tr>
<td>Leadership, current</td>
<td>67%</td>
<td>33%</td>
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<td>management practices and</td>
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<td>Mathematics at FMDS</td>
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The total number of responses to the questions above ranged from 46 to 66.

** A complete list of parent comments in relation to this survey is available from the school’s Administration Office.

Future directions

Fairy Meadow Demonstration School will continue a priority focus on the two core subject areas of English and Mathematics. Fifty percent of teaching time will be devoted to these areas of learning.

Teacher skills to differentiate the curriculum so as to challenge every student in every classroom will be given high priority in Teacher Professional Learning programs throughout 2013.

Every student in every classroom will be taught specific skills in the development of mathematical literacy. The use of teaching strategies such as Newman’s Error Analysis will be evident in every classroom to better determine the point of breakdown for students in problem solving.

The development of improved problem solving skills will be evident for every student in every classroom. Problem solving and the application of mathematical knowledge to authentic tasks will be explicitly taught.

Strategies to improve communication with parents and to improve both mathematical knowledge of syllabus, and current high-quality teaching practices, will include:

- Newsletter articles and fact sheets
- Workshops for parents and carers
- Invitations to visit mathematics lessons
- Invitations for parents to participate fully with teachers on the Numeracy Focus Committee.

Awareness raising and the development of mathematical resources and teacher knowledge to implement the NSW Syllabus in Mathematics for the Australian Curriculum will occur in 2013 and 2014 with full implementation in 2015.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

95% of families responding to the survey indicated that they were happy and satisfied with the education their child was receiving at Fairy Meadow Demonstration School.

Families recognized the school’s strengths as including: Positive Behaviour for Success (PBS) and student welfare. Other areas of strength included friendly, effective and approachable staff, communication and an engaged community. Families indicated that the development of the whole child was a priority and strengths in performing arts, sport and the environment were all seen as positives for their child.

Parents, staff and students recognize the value of engaging student learning through technology. A large majority the teachers indicated that technology could be enhanced greatly by devoting time and resources to teacher professional learning in ICT and effective teaching using the interactive whiteboard.

Parents and staff indicated that the school’s focus should be directed towards meeting the needs of every student in every class. Overwhelmingly the consensus was to engage students through support at every level, challenge in learning and high expectations.

Professional learning

School Development Days enable staff to spend quality time reflecting on the teaching practices, school organization and programs.

Throughout the year, professional development activities are held each fortnight during a before-school Teacher Professional Learning time.

Staff also access training applicable to either the school, or personal learning plans. All
professional learning is embedded in the school plan and linked to our priority areas for the year.

During 2012 areas of professional learning included: CPR and emergency care, child protection, Language Learning Literacy (L3), Targeting Early Numeracy (TEN) and effective use of technology in teaching and learning. The ability for teachers to place students on the K-6 Literacy Continuum and the K-10 Numeracy Continuum was enhanced through training for all teachers to Year 4. This training will be continued and extended into Years 5 and 6 in 2013.

Through the school’s educational links with the University of Wollongong and especially the mentoring program with 2nd Year pre-service teachers the teaching staff have built greater knowledge and practice of the Quality Teaching Framework. Elements of this framework are demonstrated in class and professional discussion occurs about them between teachers and university students.

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

Literacy and Numeracy

Increased levels of reading, writing and numeracy achievement for every student

Targets to indicate achievement in Reading and Writing 2013:

- Expected growth in Reading from Year 3 to Year 5 for 85% of Year 5 students in 2013 NAPLAN
- 18% of Year 5 students will achieve proficiency bands in Reading 2013 NAPLAN
- 31% of Year 5 students will achieve proficiency bands in Writing 2013 NAPLAN
- 27% of Year 3 students will achieve proficiency bands in Reading 2013 NAPLAN
- 21% of Year 3 students will achieve proficiency bands in Writing 2013 NAPLAN
- 70% of Kindergarten students reading at or beyond reading recovery level 12 by the end of 2013

Numeracy

Targets to indicate achievement in Numeracy 2013:

- Expected growth in numeracy from Year 3 to Year 5 for 65% of Year 5 students in 2013 NAPLAN
- 26% of Year 5 students will achieve proficiency bands in Numeracy 2013 NAPLAN
- 27% of Year 3 students will achieve proficiency bands in Numeracy 2013 NAPLAN

Strategies to achieve these targets include:

- The development of quality teaching practices to further embed the explicit teaching of literacy through the Language Literacy Learning (L3) program in every classroom from Kindergarten to Year 2.
- Teacher Professional Learning to differentiate the curriculum to challenge and engage every student in every class.
- The implementation of a school based quality teaching model of regular assessment, teaching and supporting the learning at the point of need to ensure the progress of every student in writing, reading and numeracy.
- The explicit teaching of skills that will improve the problem solving capabilities of every student including the use of Newman’s Error Analysis.
- Reading ability groups in Years 5 and 6 to better differentiate learning.
- Provide teachers with the skills and knowledge to better utilize the Literacy Continuum K-10 and the Numeracy
Continuum K-10 and to place students along these continuums.

School priority 2

Outcome for 2012–2014

Engagement & Attainment

1. Improved engagement in learning
2. Differentiated teaching and learning practices engage every student and improve student attainment across all stages of learning

2013 Targets to achieve this outcome include:

- Attendance rate at or above 95%
- Targeted and strategic support for student learning and engagement at the point of need using Every Student Every School program
- Further reduce the rate of suspension of students by 10%

Strategies to achieve these targets include:

- Regularly publish the school’s attendance rate as a graph in the newsletter, along with the advantages of regular attendance, to highlight its importance in maintaining sound progress both socially and academically.
- Purchase high-visibility value poles for display on the playground and for use in the explicit teaching of our values
- Seek opportunities to expand the use of technology hardware and software in all classes for all students including: iPads, edmodo and skwark.
- Resource the LiveLifeWell@School program for full implementation and development for every student in every class during 2013

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mr John Thorne, Principal
Ms Marion Lacey, Assistant Principal
Mr Michael Dill, Teacher
Mrs Adelle Toll, Teacher
Miss Christie Roberts, Teacher
Mrs Debbie Miller, Teacher
Mrs Wendy Picton, Teacher
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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: