Messages

Principal's message
I am pleased to present the 2011 Annual School Report for Fairy Meadow Demonstration School, outlining our school's many successes in teaching and learning, citizenship, sport and the arts.

Fairy Meadow Demonstration School is committed to children striving for high academic achievement through quality teaching and learning and a strong welfare ethic. We provide, not just our core business of teaching and learning, but a wide variety of opportunities and experiences that develop the whole child. Our involvement in dance, sport, choir, academic competitions as well as peer support and leadership development has all been aimed at helping our students reach their potential.

Fairy Meadow Demonstration School enjoys strong community involvement in many programs. This relationship with our parents is fostered on many levels and allows a rich and varied curriculum to be enjoyed by the students.

This report shows a snapshot of our performance over the year. It highlights some wonderful results as well as areas we need to further improve.

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 message
The Fairy Meadow Demonstration School Parent and Citizens Association committee has had a great year in 2011. Even though we are a new committee, we feel we have lived up to the expectations of the parents, carers, staff and students of the school.

We had a few different events throughout the year to help with our fundraising for the school. These included our usual Mothers’ and Fathers’ Day stalls, Funny Hat Parade at Easter, sausage sizzle on election day, selling cereal for the Breakfast Club, financial donation to the Year 6 Farewell Dinner, school sausage sizzle, football/mufti day, pie drive, holiday raffle and our big event of the year, our school Community Festival.

It has been a busy year and financially rewarding for all of us. With the profits the P&C will be buying and installing some air conditioning for our classrooms, starting at the senior end of the school. This will go ahead at the start of 2012

Besides our main fundraising goal, the P&C provide other services to Fairy Meadow Demonstration School and their families using the funds we raise through the year. We organised the Interrelate Sex Education Night for senior kids and their families, we paid for school accident insurance cover for all students (including any parent contributions), provided cold refreshments for runners at the school cross country as well as prizes for special events held at the school

I would like to thank all members of the P&C in 2011 for their efforts, as well as all parents, carers and friends of the students at Fairy Meadow Demonstration School for their fantastic support and assistance throughout the entire year. We are all inspired to keep it going into 2012 and to be able to provide more assistance to the students of Fairy Meadow School. We look forward to seeing our current members back and welcoming all new members in 2012

Emily Francis, P&C President 2011

Student representative's message
We are very pleased to be able to present a report on behalf of the SRC of 2011.

This year has once again been busy, productive and fun. The SRC has been involved in activities both at school and in the wider community. A number of our SRC representatives attended the Impact Leadership conference at Wollongong University and were great ambassadors for our school. Our school Presidents also attended Anzac and Remembrance Day activities on our behalf.

At a school level we had lots of fun being involved in playground happenings and raising money for the Deafness Foundation, Down’s Syndrome, Cancer Research, Canteen and NAIDOC. This year
we raised over $2000 for our school and for community causes.

On a more serious note, the SRC with help from a number of teachers, participated in the preparation and delivery of a school anti-bullying brochure that went home with all students.

The SRC would like to thank all members of the school community for their help whether it was in organising or donating to our activities. Without this support we would not have reached our goals and made 2011 such a successful year.

Lauren Hovelmann and James Carli

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>234</td>
<td>230</td>
<td>245</td>
<td>230</td>
<td>225</td>
</tr>
<tr>
<td>Female</td>
<td>201</td>
<td>191</td>
<td>191</td>
<td>180</td>
<td>188</td>
</tr>
</tbody>
</table>

Management of non-attendance

In 2011, the school participated in an Attendance Review. The background, findings and recommendations and future directions from this review are reported in the Evaluation of
Educational and Management Practice later in this report.

During 2011, the Home School Liaison Officer visited on a fortnightly basis to monitor attendance. Meetings were arranged between the HSLO and parents when attendance was less than 85%. Many of these meetings resulted in attendance improvements. Departmental processes were put in place in cases where individual student attendance continued to decline.

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.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KHM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1DC</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1TG</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1/2T</td>
<td>1</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2A</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2/3T</td>
<td>2</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>3CL</td>
<td>3</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>3/4V</td>
<td>3</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6D</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>5/6MN</td>
<td>5</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Due to increased enrolment numbers, a fifteenth mainstream class was formed to begin in Semester Two, 2011. This class was a Year 4/5 class and reduced the high class numbers evident in the table above in the Years 3 – 6 area of the school.

The Fairy Meadow Demonstration School Pre-School operated over two sessions each day and catered for 40 children. To access this service each child must be in their final year of pre-school before beginning Kindergarten in 2012.

Our four regional support classes operated on a different class size formula. The following table indicates the size and structure of these classes:

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Category</th>
<th>Year level</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT1</td>
<td>IO</td>
<td>K-2</td>
<td>8</td>
</tr>
<tr>
<td>LT3</td>
<td>IO</td>
<td>3-6</td>
<td>8</td>
</tr>
<tr>
<td>LT12</td>
<td>IM</td>
<td>5-6</td>
<td>18</td>
</tr>
<tr>
<td>LT22</td>
<td>IM</td>
<td>3-4</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes
Our classes reflect the Department of Education and Community’s formula, which usually necessitates across stage and multi-age classes. All our mainstream classes are organized to include students with a mixed range of abilities. As well as this, Stages 1-3 (Years 3-6) meet individual learning needs through ability-based explicit Reading Groups. Stages 2 and 3 have further ability-based groups for Numeracy.

The Year 4/5 class formed for Semester Two was specifically an extension/enrichment class and
was one strategy used within the school to meet a Regional focus of ‘moving the middle to the top’.

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>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Moderate Intel’l Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.4</td>
</tr>
<tr>
<td>Total</td>
<td>32.6</td>
</tr>
</tbody>
</table>

There are no staff who identify as Indigenous.

Staff retention

The majority of staff from 2010 continued into 2011. The retirement of Teacher/Librarian, Coral Reilly after many years in the school gave an opportunity to a beginning teacher, Ben Swan to relieve as a temporary appointment in this position. Viv Reilly continued her association with the school as a temporary appointment on the newly formed Year 4/5 class.

Joann Kearns was successful in gaining the School Administration Manager position through merit selection.

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>53</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>47</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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>257926.45</td>
</tr>
<tr>
<td>Global funds</td>
<td>280978.97</td>
</tr>
<tr>
<td>Tied funds</td>
<td>149220.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>111587.00</td>
</tr>
<tr>
<td>Interest</td>
<td>15316.54</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10016.47</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>825045.83</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>72104.33</td>
</tr>
<tr>
<td>Excursions</td>
<td>22623.16</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>37432.99</td>
</tr>
<tr>
<td>Library</td>
<td>4133.08</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>12062.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>128953.29</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>96514.32</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>55532.64</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>48967.10</td>
</tr>
<tr>
<td>Maintenance</td>
<td>23218.45</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>13134.41</td>
</tr>
<tr>
<td>Capital programs</td>
<td>17378.68</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>532055.18</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>292990.65</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 Annual Financial Statement is tabled at the Annual General Meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

Fairy Meadow Demonstration School has been involved in a number of extra-curricular activities in the arts during 2011. We began Creative and Practical Arts (CAPA) groups 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 Bannister and Stage 3 Choir with Mrs Nowotny,
Mrs Bull and Ms Kerr, 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, our Community Festival and Christmas events.

Our Dance Group included students from Years 1-6. These students worked extremely hard during lunch times and CAPA Groups time to create a dance piece that was selected for both Regional and State Dance Festivals with support and choreography by our teachers Mrs Morgan and Mrs Mottram. Costumes and sets were designed and modified by a wonderful group of parents who made this mammoth task achievable.

Fairy Meadow Demonstration School selected a separate dance group from Years 3-6 to perform in Southern Stars. These students were assisted by Mrs Tomljenovic and Mrs Mottram and we were very proud to see so many children participate in this opportunity.

In addition, FMDS had 3 students selected in the ISER Performing Company, one as a Featured Primary Vocalist and one each in the Primary Dance and Drama Companies. These students performed in Southern Stars and one participated in Schools Spectacular as part of the ISER dancers.

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 of the community. We look forward to further achievements in 2012.

**Sport**

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

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

Our Friday sports program, which ran in Terms 1, 2 and 3, helped students develop sports-specific skills and apply them in non-threatening competition. This program was greatly affected by bad weather during Term 2 and Term 3. 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 senior teams in several NSW PSSA sports competitions. Teams from Stage 2 participated in a 5-a-side Soccer Gala Day.

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

Our Term 4 Recreational Sports Program ran for the third consecutive year. This program gives students a chance to experience a sport of their choice that is not catered for by our other sports programs. Popular choices include futsal, circus skills and tennis. Many of the sports are run by local organisations and coaches, who offer programs for school-aged children outside of school hours.

**Other**

**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)

**Literacy – NAPLAN Year 3**

The following charts indicate Fairy Meadow Demonstration School’s achievement levels in Literacy depicting percentages of students in each band.

It is evident from the charts that the percentage of students achieving in the proficiency bands (Bands 5 & 6) in Reading and Writing is less in comparison with the State average.

In Writing, 36% of students across the State achieved in the middle bands (Bands 3 & 4) compared to our school’s 43%. This is an
improvement on last year’s result and the school has more students achieving in the proficiency bands. The challenge to move the ‘middle’ to the ‘top’ remains and strategies are evident in the 2012 School Plan to continue this trend of improvement.

The chart following, relating to Spelling, indicates 49% of Year 3 students at Fairy Meadow Demonstration School have achieved in the highest proficiency bands, Bands 5 & 6. This compares favourably with the DEC State achievement of 48%.

The relatively high percentage of students achieving at the lowest skill band, Band 1 in the preceding charts is somewhat attributable to the number of students from the Regional Support Unit at the school participating in the testing program.
Numeracy – NAPLAN Year 3

The school’s achievement in Year 3 Numeracy below indicates 21% represented in Bands 5 & 6 compared to the State Department of Education and Communities figure of 36%. Supporting those students who are presently achieving in the ‘middle bands’ and moving them to the top is a priority in 2012.

Literacy – NAPLAN Year 5

Year 5 results indicate a relatively higher percentage of students attaining achievement bands of 5 and 6. Again, the challenge of moving students to the proficiency bands or 7 and 8 is one for the whole school to focus on in coming years.
The following charts indicate the average progress made between Year 3 and Year 5 for matched students, that is, students that completed NAPLAN at Fairy Meadow Demonstration School in Year 3 and Year 5.

In the chart above, as in all growth charts following, the average growth of student achievement at Fairy Meadow Demonstration School has increased in all tested areas in relation to both State and similar schools when 2008-2010 data is compared with 2009-2011 data.
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.

### Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85.2</td>
</tr>
<tr>
<td>Writing</td>
<td>92.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.7</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86.3</td>
</tr>
<tr>
<td>Writing</td>
<td>88.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>80.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.0</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Demonstration Program

Links with the University of Wollongong and Fairy Meadow Demonstration School were further strengthened this year with a revitalised Demonstration Program, in line with the Institute of Teachers expectations of teacher training. This program also saw our teachers as guest lecturers at the University in Semester One, with one teacher, Ms Vossen, as a Tutor.

In Semester 2, 2nd Year Bachelor of Education students used school facilities to participate in weekly lectures and tutorials, as well as using weekly visits to classrooms to actively observe, and participate in, quality teaching practices. Student teachers then gave lessons to children, using skills and strategies modelled by our teachers.

Fairy Meadow Demonstration School continues to welcome and mentor pre-service teachers from the University of Wollongong, into classes. These have included Bachelor of Education students in their first, second and third years of training, 4th Year Interns, Graduate Diploma students, PE/Health/PD students in 1st Year as well as those training to be Maths and Science teachers.

Language, Learning and Literacy (L3)

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.

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, to bring them as close as possible to the grade expectations.

Four students each day were able to access the program in 2011. In 2012 we will train a new teacher in the Reading Recovery theories, which will further strengthen our school resources in supporting all students’ literacy achievements.

Aboriginal education

In October, 2011 we were joined by the School Education Director and representatives from the North Illawarra Aboriginal Education Consultative Group (AECG) in a ceremony to mark the signing of The Partnership Agreement between Fairy Meadow Demonstration School and the AECG.

At this ceremony local artist and community member Symon Browne donated an original artwork to the school. We are privileged to be able to hang this work in the school foyer and we thank Mr Browne for his great generosity.

Fairy Meadow Demonstration School continues to ensure that Aboriginal Education plays a significant part in the teaching and learning cycle. This year, the school benefited from having Mrs K Cambourn appointed, for a short term as an Aboriginal Project Officer, attached to the Preschool.

Mrs Cambourn developed links with families as well as promoting Aboriginal culture through the organisation of events. Our students participated in Sorry Day and ATSI Week celebrations and purchased pencil case packs that highlighted Aboriginal inclusion and participation in education.

The school received significant funding to run a number of programs. Funds were spent on subsidising a National Parks and Wildlife Service
visit that emphasised Aboriginal culture in the past, the present and the future.

Morning teas for parents of our Aboriginal students were also held, which created positive links between home and school. The school also employed Ms Roberts to specifically target Literacy and Numeracy for Kindergarten to Year 6 students, with emphasis on identified NAPLAN needs for those in Year 3 & 5.

Professional learning for teachers was held at the end of Term 4, which helped staff become more aware of Policy and cultural protocols. Staff developed, in consultation with parents and students, Personalised Learning Plans for our Aboriginal students, for ongoing use through this and future years.

Multicultural education

The students from FMDS come from over 20 different cultural backgrounds. Each year we continue to enrol students from a variety of non-English speaking backgrounds. During 2011 we have enrolled a substantial number of dependants of International Students at the University of Wollongong from Saudi Arabia.

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.

The P&C at the school recognized the diversity in Term 4 when we held a Community Festival highlighting customs, clothing, food and celebrating our differences.

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 to 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.

Our PBS committee has trialled using phase two of this program. The check-in – check-out system for students who need more regular, one to one guidance in order to comply with our values. The results were positive. Phase two will be implemented more consistently in 2012.

Progress on 2011 targets

Target 1

Increase the level of attainment for all students in Reading.

Our achievements include:

- 94% of Kindergarten students achieved a Reading Level of equal to or greater than Level 9
- Attainment in the proficiency band of Year 3 NAPLAN Reading rose from 26% in 2010 to 32% in 2011. Year 5 attainment in the same subject rose from 18% to 26%

Target 2

Increase the level of attainment for all students in Writing

Our achievements include:

- 40% of Year 3 students achieved proficiency bands in Writing and 49% in Spelling
- 15% of Year 5 students achieved proficiency bands in Writing compared to State level of 27%.
- The level of Spelling attainment in Year 5 proficiency bands rose by 8% on 2010 data and Grammar and Punctuation rose by 15% for the same period of time.

Target 3

Increase the level of attainment for all students in Numeracy.

Our achievements include:

- 2% of mainstream students achieved in the lowest band in both Years 3 and 5.
25% of Year 3 students and 18% of Year 5 students achieved in the highest (proficiency) bands.

**Target 4**
Decrease the number of suspensions from 31 (total of 127 days) in 2010 to 24 - reduction of 25%.

Our achievements include:

- 2011 data indicates 19 suspensions for a total of 56 days. This is a reduction of 31% of total suspensions and 36%

**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 Attendance and

**Educational and management practice**

**Attendance**

**Background**
Improving K-12 student attendance is a priority of the Illawarra and South East Region. This model of self-evaluation, based on the EMSAD model of assessing attendance data, has been led by the staff at Fairy Meadow Demonstration School with support from the Region.

The purpose of the attendance self-evaluation process is to provide the school with support to evaluate attendance and develop findings and recommendations for improving attendance. This will assist the school in modifying targets and initiatives in the school plan relating to attendance. As a result of the process the school may need to adjust their targets in the school plan.

**Student Findings**
- Over 65% of students said that teachers question them if they've been away
- Students feel that teachers care about whether they come to school or not
- Students felt that teachers in junior classes asked re absences and showed more concern (verbally) if students away, than those in older classes.

- 70-80% of students said that teachers and parents discuss the importance of being at school with them.
- Students of all ages found late arrivals were disruptive to their learning in class
- Students felt that those who ‘wagged’ were - disengaged from school, parents didn’t care about them, felt picked on by teachers, school was boring, more fun with friends
- Students acknowledged a direct link with wagging and crime and/or drug use.
- Younger children were questioned more by teachers if roaming during class time, whereas older students, less so.
- Survey found 50-60% of students thought that kids were recognised for good attendance, but interviews found that many students were unsure of any formal recognition.

**Staff Findings**
- Staff felt that they knew what the attendance rate was and that the school put a high priority on attendance
- Staff felt that systems were in place for identifying absent students
- Only a few teachers indicated that they knew the timeframes for absentee note returns
- No formal procedures in place for follow-ups
- Teacher professional judgement mostly used for enquiring regarding a concern of absenteeism – no guidelines in place
- Staff felt that class teachers were responsible for following up on a student’s absenteeism, others felt that it was the team leader’s responsibility.
- Most staff felt that there was a limited/no system in place for recognising good or improved attendance and that this needed to be looked into.
- Responses indicated a degree of uncertainty as to when students were notified to the Home School Liaison Officer (HSLO) program
- Staff felt that they knew what the Attendance Policy was and that discussion in Staff meetings was policy training.
- Staff did not feel that a note home, then HSLO was effective in improving attendance.

**Parent Findings**
- 46% of parents aren’t really sure if there is a system for rewarding good/improving attendance.
• Overwhelming majority of parents know the consequences (legal and academic/social) of their children not attending school and encourage their children to attend school
• 25% of parents are not sure how the school identifies student absences
• 86% of parents felt that the school advertised the importance of attending school

Future directions
The following are some recommendations for FMDS, in dealing with Student Attendance.


2. Develop and implement a consistent system for monitoring and recording student absences from the classroom to OASIS featuring:
   • staff responsibilities (including casual teachers)
   • timeline for notes/reason for absence
   • handling of phone messages from parents regarding student absences and associated communication of information to teachers
   • procedures in case of evacuation

3. Arrange training for staff on Student Attendance in Government Schools - Procedures
4. Develop and implement a whole school focus to recognise and reward excellent and improved attendance.
5. Attendance will be added to the Presenting Concerns options on the teacher referral for learning support and is to become an active agenda item at Learning Support Team meetings

Curriculum
Human Society and Its Environment
Background
A number of assessment instruments were used to collect data. These included:
• Analysis of student work samples and student performance in school assessment tasks.
• TARS (Teacher Assessment Review Schedule) dialogue between principal and teachers to ascertain the developmental consistency of the current scope and sequence in Human Society and Its Environment (HSIE) and the way HSIE is being implemented in classrooms in relation to its place within the Connected Outcomes Groupings which is used within the school to deliver both HSIE and Science and Technology programs.
• Survey of parents, students and teachers
• A stocktake of resources currently utilised in the delivery of HSIE programs throughout the school.

Findings and conclusions
Specifically the data indicated that:
• Students enjoyed HSIE particularly when related to the appropriate use of technology in the classroom to gain a deeper understanding of subject matter;
• The school needed to review the current scope and sequence and evaluate the Connected Outcomes Groupings (COGS) and its delivery across the school.
• Except for a few areas current resources were adequate and appropriate to service the delivery of programs and meet the needs of students K-6;
• Parents indicated that they would like to know more about the content of the HSIE syllabus.

Future directions
To improve HSIE at Fairy Meadow Demonstration School we are aiming to:
• Continue the implementation and monitoring of the HSIE curriculum with
accommodations to meet the requirements of our priority and core business of Literacy and Numeracy which accounts for 50% of teaching time.

- Implement all mandatory requirements in relation to the Australian Curriculum over the next 3 years.
- Hold a workshop for parents to improve their knowledge of HSIE and how it is delivered in classrooms;
- Continue to maintain current stock and purchase new resources to assist in improving the learning outcomes of all students at all levels of development;
- Continue to embrace the principles of quality teaching in lesson preparation and assessment tasks for all students and to strengthen the use of technology in the classroom to assist in achieving high outcomes for all students;
- Provide ongoing evaluation of the K-6 HSIE scope and sequence to ensure that it reflects the expanding knowledge and skills of our students.

Parent, student, and teacher satisfaction

In 2011 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 2011 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.

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

Literacy and Numeracy

Outcome for 2012–2014

School-based data will show increased levels of achievement in relation to Stage outcomes for every student in literacy and numeracy.

2012 Targets to achieve this outcome include:

Literacy

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

Numeracy

Expected growth in numeracy 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

Strategies to achieve these targets include:

- Use Probe in Years 3-6 to standardise assessment in reading across the school
- Use the teaching strategies included in SMART to directly and explicitly target areas for development:
  
  **Year 3**
  
  Subtraction, Patterns and Algebra (identifying missing element in a variety of number sentences and patterns) and Fractions and decimals eg estimating the fraction of a whole in tenths.
  
  **Year 5**
  
  Patterns and algebra, Symmetry and position, Multiplication and division.

- Set exit benchmarks for each stage of learning in numeracy based on the K-6 Numeracy Continuum.
- Develop consistency of teacher judgement and quality assessment tasks to track student progress along the Numeracy Continuum.

School priority 2

Engagement and Attainment

Outcome for 2012–2014

Improved engagement in learning

2012 Targets to achieve this outcome include:

- Attendance rate at or above 94%
- Reduce the number of suspensions from 19 to 16; a reduction of 15%
- Targeted and strategic support for student learning and engagement at the point of need using Every Student Every School program

Strategies to achieve these targets include:

Review and amend student welfare policy with special reference to:

- Planning room procedures,
- Continuation of Anti-bullying focus
- Positive Behaviours for Success
  
  Reaffirming Part 1 – Universal Systems
Full implementation of Part 2 – Targeted Student Systems including Peer Support Groups and Check In Check Out

- Utilise expertise on staff in a mentoring program for applying Interactive White Board technology to student learning
- Investigate the effectiveness and opportunities offered by iPad and tablet technology in student learning and commit to TPL and resourcing such a program.
- Ensure Learning Support Team procedures are followed and priority is given to students in need
- Provide training for teachers to effectively differentiate the curriculum so as to engage and challenge every student in every class in 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.

Mrs Emily Francis, P&C President
Mrs Kylie Morgan, Teacher, Performing Arts Coordinator
Mr Michael Dill, Teacher, Sport Coordinator
Mr Steve Hailstone, Assistant Principal
Ms E Marion Lacey, Assistant Principal
Mr John Thorne, Principal

School contact information
Fairy Meadow Demonstration School
Cnr Princes Highway & Balgownie Rd
Fairy Meadow NSW 2519

or
PO Box 149, Fairy Meadow NSW 2519

Ph: 02 42 841 009
Fax: 02 42 851 753
Email: fairymeado-p.school@det.nsw.edu.au
Web: www.fairymeado-p.schools.nsw.edu.au
http://www.fairymeadop.schools.nsw.edu.au
School Code: 1898

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: