Our school at a glance

Students

Our enrolment at the end of the year was 6. There were 4 students in Primary and 2 students in Kindergarten. The gender balance is 5 boys and 1 girl.

Staff

1 Primary Principal. 1 Primary Teacher-0.2 release from face to face Teacher

The teaching staff were supported by a part time (4 days a week) School Administration Manager and a General Assistant (1 day per week).

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

Messages

Principal’s message

Fairfax Public School is situated approximately 43 kilometers east of Narrabri and 39 kilometers north-east of Boggabri, nestled at the foot of the Nandewar Ranges. The area is under intensive grazing and cropping. Fairfax students are supported in their learning by an innovative and dedicated staff providing a child centered learning environment focused on individual learning needs.

The staff and students are well supported by a committed and resourceful parent body and wider community. This support has enabled students to participate in the Active After School program for Terms 1, 2, 3 and 4, complete the Intensive Swimming program in Term 4 and participate in two school camps, one at Lake Keepit and the other to the small schools camp at Boomi Public school.

A focus on creative and performing arts has allowed all students the opportunity to perform at various public events including the Anzac Day ceremony held in the grounds of the Maules Creek Recreation Area and at numerous assemblies including Presentation Night. Students have achieved personal best results in swimming and academic areas. The introduction of the Keys to Success Program has provided the students with the self reliance and confidence to participate in a range of activities and their efforts have been rewarded both on the sporting field and academically.

Much has been achieved in the school’s physical environment. The classroom has been reorganized and now has a new electronic smart board equipped with video conferencing facilities. The library has been upgraded with the installation early in Term 3 of a new smart board. New books have been purchased to complement the units of work being studied and to further supplement the needs and interests of the students from Kindergarten to Year 6. These resources assist in the delivery of quality teaching in reading, support students with research and provide endless hours of entertainment and reading pleasure.

Technology is incorporated into everyday classroom practice and staff and students use a range of interactive programs and the internet to produce original work and to practice skills. Video conferencing and IPAD technology has been utilized through our participation in the Country Areas Program (CAP).

Parent support for the schools initiatives and programs has been outstanding this year. Parents have supported Jump Rope for Heart and Bandana Day. Attendance at school events has been high and, most notably, parents have assisted with Active After School activities providing afternoon tea and hands on help. Parents have been involved providing transport to and from school camps or into town for excursions. Parents have also assisted with Homework, at Working Bees on the school grounds and by attending special events such as assemblies and Safety Day.

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.

Kerry Hancock
Principal

P & C and/or School Council message

Well it has been a very busy year for the Fairfax P & C. We have been involved in a couple of big fundraising events. The biggest one being the first ‘Up the Creek Campdraft’ held at the Maules Creek Recreation Reserve Grounds. Nearly half of the P & C members were involved with the campdraft. It was a huge task for the small group of parents, so with the help of the CWA Ladies we were able to take on the job with gusto, and we
look forward to doing the canteen next year. By catering for the campdraft canteen and the clearing sales we have been able to make a substantial donation to the school for Kerry to purchase books for the library. That is going to be of great benefit to our students. There have also been some significant improvements to our school in the last 12 months. With the help of Aston Resources we have been able to introduce reverse cycle air conditioning to our classroom making the working environment for our students very comfortable. Boggabri Coal was very generous in laying a pad of concrete for the students to have more room to play ball sports and ride their bikes. They have also donated a reverse cycle air conditioner for the gym room. The P & C enjoy working with Kerry to make our school a wonderful place for our children to be educated and look forward to working together in 2012. We love promoting Fairfax and encourage new families to try our school.

Karen Brennan
P & C President

Student representative’s message
I started at Fairfax in Kindergarten in 2005. I have had seven great years of primary school. Over the years I have made lots of friends that I know will be my friend’s for life.

I have had fun playing football, tennis, cricket, t-ball and horse sports. We have had private lessons with coaches to improve our skills and even learnt circus skills.

I have learnt skills at this school that I know I can use all throughout my life. Other activities at school also gave me lots of opportunities to succeed. These include debating, appearances at eisteddfod and a performance at the Boggabri Sesquicentenary where our school opened the concert and we danced on stage. This activity was exciting and a little scary. I know we all gave our best. I was really proud to be a part of this celebration.

At Fairfax our school learning environment has changed a lot. We have very modern technology in the classroom, new musical instruments and every student has their own bike to ride. I love bike riding. It is lots of fun. The students, teachers and the parents have made great plans to make our school even more exciting. We have lots of new books and ideas to make a new vegetable garden.

Fairfax is a peaceful place where all the students and the staff work together. This last year was one of the best years I have had at school. I led the ANZAC Day ceremony and I travelled on a plane to Sydney for the Young Leaders Conference, (my first time on a plane) and I played a solo piece on the marimbas at the Presentation Night concert.

I have indeed been very lucky to be in such a great school supported by enthusiastic teachers and such a supportive community.

I am ready for high school and to move on to new challenges. I will take with me the great memories of the people and the good times that I have had at Fairfax.

Jack Brennan
School Leader 2011

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
The table below shows our enrolments for the last five years have fluctuated. In 2007 we had a new family move into the area with 4 students of school age. In 2011 a family left with 2 children.

<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>5</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Student attendance profile
Students attend school regularly and are rarely absent from Fairfax. The school has received commendation for the notable regular attendance. Parents provide official notification of absence through email, letter, fax or phone call in accordance with school policy.

Management of non-attendance
Students are rarely absent from Fairfax without prior notification given and parents promptly provide a reason for absence through email, letter, fax or phone call.

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>K-6</td>
<td>K</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>K-6</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>K-6</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>K-6</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>K-6</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

Structure of classes
Fairfax Public School comprises of one multi stage class catering for students from Kindergarten to Year 6.

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

During 2011 there was 1 permanent teaching staff, 1 casual teacher (1 day per week), 1 school administration manager (4 days per week) and a general assistant (1 day per week).

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom/Release Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.2</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>2.2</td>
</tr>
</tbody>
</table>

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

There are no indigenous staff employed at Fairfax Public School.

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

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

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary: 30/11/2011

**Income**

- Balance brought forward: $43838.59
- Global funds: $38454.72
- Tied funds: $22472.80
- School & community sources: $3513.71
- Interest: $2609.43
- Trust receipts: $9624.50
- Canteen: $0.00
- Total income: $120513.75

**Expenditure**

- Teaching & learning
  - Key learning areas: $6781.82
  - Excursions: $2674.25
  - Extracurricular dissections: $1882.47
- Library: $2047.88
- Training & development: $836.46
- Tied funds: $28302.68
- Casual relief teachers: $6890.88
- Administration & office: $15065.55
- School-operated canteen: $0.00
- Utilities: $4899.03
- Maintenance: $3906.97
- Trust accounts: $8750.74
- Capital programs: $0.00
- Total expenditure: $82038.73

**Balance carried forward**: $38475.02

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

**School performance 2011**

Students at Fairfax Public School have actively participated in an inter-school athletics carnival and sporting events, the local Narrabri Show, as well as technology programs and camps held at Lake Keepit and Boomi.

Students have been encouraged to actively participate in a wide variety of activities inspiring confidence, fitness and enjoyment. Students have competed individually, as a group or in a team.

**Achievements**

**Arts**

At Fairfax Public School all students regularly participate in many different creative and performing arts activities.

The students attended an art workshop in Moree, a specialist art teacher visited the school and the students worked on major art works using a variety of mixed media. The students were involved in design, presentation and construction.

**CAP Art Workshop with Mrs Morse**

Another highlight of the arts program was the introduction of the marimbas. In just a few short weeks the students in upper division had mastered two pieces. Supported by the students in Kindergarten they performed on Presentation Night. The instruments were crafted by Mr Hancock. He has provided wonderful support and free tuition. We thank him for his generosity and guidance.
Sport

At Fairfax Public School we aim to provide a well-balanced range of sporting opportunities for our students.

The year began with the Small Schools Swimming carnival held at Gunnedah pool followed by the Small Schools Rugby League skills day and the Touch Footy Gala Day. These days helped to improve ball handling skills, coordination and speed. As part of the daily fitness routine the students rode their bikes and jumped rope and used the fitness equipment including punching bag, mini tramp and fitballs as part of a daily skills and coordination program.

The Tri Village Athletics carnival provided a wonderful backdrop for the students to showcase their fitness and skills. In Terms 1, 2, 3 and 4 the students participated in the Active After School program. A coach assisted with tennis skills and circus activities. This sport culminated with a show for the parents highlighting the new skills and abilities. It was a lot of fun. Finally intensive skills and drills were undertaken. The students had fun at the pool improving their fitness, endurance and strength in the Intensive Swimming program. Parent support and positive endorsement was a key feature of this programs success.

In Term 4 intensive swimming was our focus. All students K-6 improved and achieved their personal best. Students 3-5 received Water Safety Awards and Year 6 Achievement Awards based on their ability.

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)

In 2011 two students sat for the Year 3 Naplan test. To maintain confidentiality, it is not possible to comment on the Year 3 Naplan results in this report. Individual student’s results have been discussed with parents and will be used to help plan strategies for improvement on an individual basis.

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.

Significant programs and initiatives

Aboriginal Education

Fairfax Public School continues to encourage and promote Aboriginal perspectives throughout the curriculum.

The focus for academic work this year has been on famous Aboriginal people, place names and the effect of British Colonization on the Aboriginal people.

The focus for NAIDOC Week this year was Dreamtime stories. The students were treated to a wonderful performance by a talented indigenous entertainer at Sacred Heart School in Boggabri.

Multicultural Education

During 2010 the students participated in a cultural study of Australia. Students studied the culture through exploration and migration. Community members, parents and friends were entertained and delighted with the culmination activity on Presentation Night.
Respect and responsibility

First term teaching and learning programs focus on school and class rules and were the foundation to develop a strong awareness of the expectations of our school community. Students investigated the core values and have had specific instructions related to behaviour and expectations. This has been achieved through discussion and role play. Students are expected to demonstrate self control, being responsible for their own behaviour. The 5 Keys to Success has been instrumental in developing effective habits of the mind. The students respond positively to challenges, speak well to each other and their family members and have become more resilient, staying calm when upset. Leadership responsibility is shared and encouraged. Our school leader regularly leads school assemblies, participates in public speaking and takes a major role at ANZAC Day and Presentation Night functions. He has represented the school at the Boggabri Lions Club Education Week Public Speaking event and at numerous cultural and sporting gatherings.

This year our students supported Jump Rope for Heart by enthusiastically participating in regular daily fitness, jump rope activities and by purchasing and wearing a Bandanna to raise awareness for Canteen about cancer.

The Arts

Drama

Through Drama the students have had the opportunity to develop a variety of skills that build up their self-confidence, increase satisfaction and well-being. The students work together developing trust, cooperation and confidence in their ability. The students have been involved organizing props and have contributed ideas towards costuming and the presentation. At the end of the year this activity culminated in a very successful performance of a “Land So Grand” performed for former students, parents and local community members. The students enjoyed the opportunity to showcase their talent and the audience was most appreciative of their performance.

Music

The students were introduced to a new musical instrument the Marimba. Under the direction of Mr Hancock who provided excellent tuition, enthusiasm and commitment enabling these budding musicians to play the instruments. The students were able to confidently develop their individual skills and performed on Presentation Night.

Other programs

Country Area Program (CAP)

Fairfax students regularly participate in dedicated technology lessons. The students enjoyed specific skill based lessons using Kids Pics. Students in 2011 were again successful using new software to create exciting presentations in science. They used Excel, power point and internet technology. These programs gave students from Kindergarten to Year 6 the opportunity to explore different technologies and present their work to other students, staff and parents. The staff continue to participate in the introduction and support of quality professional development opportunities that have led to the improved use of technology in the delivery of teaching and learning programs throughout the year. CAP funding is used to ensure that staff and students have access to up to date training for the new advances in technology. At the technology camp at Lake Keepit the students learnt how to produce short movies incorporating pictures and sound. CAP funding is also used to assist with transport and the purchase of resources. It has enabled each student to have an IPOD touch.
Technology in use daily in the classroom

Progress on 2011 targets

Target 1
To promote student assessment and responsibility for learning responsability.
Our achievements include:
• Principal has developed rubrics for assessment tasks in all KLAs.
• Staff and students use metalanguage to set explicit targets based on what students still need to learn and
• Weekly class results and testing confirms improvement for all students.

Target 2
To increase awareness of the importance of a healthy lifestyle
Our achievements include:
• a wider variety of fresh fruit and vegetables enjoyed by students on a daily basis through parent involvement and fruit produced on the school grounds most notably fresh oranges and mandarins.
• the development and implementation of a whole school health and fitness program including the study of body systems eg circulatory, respiratory and digestion, fitness and nutrition and the impact of exercise on the body.

Target 3
To demonstrate sustainability throughout the school
Our achievements include:
• the implementation of a whole school environmental management plan highlighting the involvement of student, staff and community members.
• use of the worm farm to support organic matter on gardens as fertilizer and through composting
• the planting of seedlings and scientific research on plant needs culminating in successful harvesting of produce and improved knowledge of soil, weed and pest control.
• students have taken on more responsibility maintaining the garden
• efforts have been made to further reduce the schools impact on the local garbage tip by recycling aluminium cans, cardboard and paper.

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 on Transition to High School and PE/Health/PD.

Educational and Management Practice
In 2011 the school evaluated the Year 6 to Year 7 Transition Program. Information was gathered by way of student feedback and interview, Parent satisfaction and a focus group consisting of parents, staff and students. The transition program
• highlighted a need for more interaction during the orientation process with the High School

Survey data from students indicated that:
• Students were given numerous opportunities to meet students from other schools, to make friends and work with in a cooperative learning environment.
• There were people at the High School orientation activities that could help them when they had a question or did not understand which made Year 6 students feel relaxed and comfortable in the new school environment.
• Student expectations, achievements and success were communicated continually.
Survey data from staff indicated that:

- There are features of the current transition program that have been recognized as outstanding. These include the day out at Yarrie Lake, the Sports Fun afternoon and the Taster Day. The use of senior students and members of the SRC as group leaders was recognized as a positive feature of the program by students, parents and feeder school teachers.

- Parents, students and staff were effectively informed of the upcoming transition events and well informed about High School activities through the High School News. All stakeholders involved were able to follow the implementation plan.

Future directions for 2011

- Parents will continue to be encouraged to be active participants in all aspects of High School life, especially, Homework and their help is sought to encourage student involvement in extra curricula activities such as student membership and participation in the student leadership program, the SRC, the school band and or with Horse Sports.

- The transition program will be expanded and extended to include new activities.

- ‘Parent Meet the Teachers’ night has been organized for early in 2012

Curriculum: PE, PD & Health

Background

Our school has a small but significant history as a sporting school and while our numbers of students attending the school have dropped our sports and PE program continues to follow and extend the K-6 curriculum. It was felt by staff that there was room for review and improvement. The Active After School Program has extended and helped to develop these skills. The differing age and ability levels has also created a need for a well rounded PE, PD and Health program with an emphasis on healthy eating and lifestyle.

Findings and conclusions

A review of current practices in each stage found that there was a balance of skills and games being taught in Physical Education. The primary sports program needs to be upgraded and the K-2 need help daily with movement, balance and hand-eye coordination. Supplementary and emerging information on nutrition, small screen recreation and active lifestyles of our students show that greater emphasis needs to be placed on teaching for lifelong health.

Future directions

A K-6 Scope and Sequence for sport throughout the year will be devised to encourage participation in physical activity at a school. This will include;

- 3x20 minute sessions of physical education with a fitness focus.
- at least an hour for sport with a skill development focus.
- our school will continue to participate in the Premier’s Sporting Challenge and Active After School.
- fruit and vegetables grown on the school grounds will be harvested and consumed.
- bike riding and trampoline are examples of physical activity for recess and lunch breaks.

In addition all grades K-6 will participate in the Good for Kids, Good for Life program which incorporates The Crunch and Sip program.

A highlight of the program will be an invitation to Play Day where students from other schools are invited to participate in a fun sport day at the end of Term 1 and Term 3.

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.

In 2011 the school sought the opinions of parents and teachers about the school via a school survey. The results were very positive with parents enthusiastic about the improvements to the school, teaching programs, the positive school environment and the improved communication between home and school. Our
extra curricula activities, new music program and improved performance skills were also praised.

Parent concerns were few and these will be listed for further review at the Parents and Citizens meetings.

General student concerns are discussed as they arise and are addressed further at class meetings and brought to the attention of the Principal and staff.

Professional learning
Over the past year the school's major focus in professional development was in the technology, literacy and numeracy areas driven directly by the school’s Management Plan. District personnel and guest presenters were used to assist us at both School Development Days and at key learning days throughout the year. Mrs Sharon Shields, our School Administration Manager, assisted CAP staff with presentations at the Smart and Sassy Workshops in Moree and Inverell.

Our involvement in the Country Area Program involved students and staff in a variety of learning opportunities which translated to improved learning outcomes for the students, significant parental involvement, support for school initiatives and many real opportunities to mix with students from other schools as well as participate in quality learning programs. These included: Matheletics and Studdyladder as well Smart and Sassy.

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
Students, parents and community members combine planting methods and the introduction of poultry to improve soil productivity and promote sustainability.

Strategies to achieve this target include:

- test soil to determine quality, suitability and needs.
- use minimal till practices, worm farms and natural fertilizers to improve soil quality.
- involve community groups to assist with the project and learn from shared knowledge.

Our success will be measured by:

- student, staff, parent and community involvement to improve soil quality and set up rotating gardens
- successful interactions and learning between groups
- a year long sustainable and abundant harvest.

School priority 2
Outcome for 2012–2014
Increase student engagement across all stages.

Strategies to achieve this target include:

- Staff effective classroom management skills and classroom organization.
- Elements of Quality Teaching Framework are embedded in teaching program.
- Relating syllabus requirements to local school contexts.

Our success will be measured by:

- Students on task maximizing learning time using instruction activities and strategies.
- The Quality Teaching Framework implemented.

School priority 3
Outcome for 2012–2014
To improve number fact recall and comprehension through interpretive and inferential reading strategies and the introduction of QuickSmart.

Strategies to achieve these targets include:

Strategies to achieve a focus on Reading include:

- Staff inclusion in Focus on Reading professional development modules throughout the year.
• delivery of strategies after reading to improve students’ literal, and applied comprehension skills.

**Strategies to achieve Quicksmart component:**

• Testing of Year 5 students for inclusion in program
• Training of tutors for positive program delivery
• Delivery of program to students during terms 2, 3 and 4.

**Our success will be measured by:**

• Improved number fact automaticity validated by testing at the end of the program.
• Increased student confidence and engagement during comprehension activities and
• Improved Naplan results for comprehension for students in Years 5 and 7 in subsequent testing years.

**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 targets have been determined for the school’s future development.

Kerry Hancock – Principal
Sharon Shields – School Administration Manager
Karen Brennan – P&C President
Jack Brennan – School Leader

**School contact information**

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Fax: 02 6794 4547
Email: fairfax-p.school@det.nsw.edu.au
Web: www.fairfax-p.schools.nsw.edu.au
School Code: 1894

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: