

# Fairfield West Public School

## Annual Report



2016



1896

## Introduction

The Annual Report for **2016** is provided to the community of **Fairfield West Public School** as an account of the school's operations and achievements throughout the year.

I am very pleased to present the Fairfield West Public School Annual Report for 2016 that summarises some of our priorities and achievements for the year and also outlines future directions for 2017.

At Fairfield West Public School in 2016 students, teachers and parents engaged in rich educational experiences and celebrated many wonderful achievements. Our School Vision statement is that the Fairfield West Public School community is committed to building and leading a highly engaging, successful and innovative teaching and learning environment. We aim to develop the whole child to be successful learners, confident and creative individuals and active and informed citizens.

During the 2016 year there was a strong focus on effective feedback in all lessons to improve student learning. Student wellbeing was also a strong focus with the development of interest based clubs to support the emotional, social, spiritual, physical and academic wellbeing all students. The local Community of Schools team, consisting of four local Primary Schools, have worked together developing effective feedback and improving student wellbeing across the whole community.

Fairfield West Public School's enrolment continues to grow, both in the mainstream and Support Unit. This has seen an increase in school staffing allocation with the employment of a second Deputy Principal and the development of a sixth Support Unit class, which includes a teacher and a Student Learning Support Officer (SLSO). Student enrolments also included an increasing number of refugee families. Specific financial funding was allocated by the Department of Education during semester 2 to support the implementation of programs to meet the specific needs of these students and their families. This included the employment of an Arabic/Assyrian SLSO to support the students' learning in classrooms.

Fairfield West Public School continued to engage the local community throughout 2016, through the provision of: workshops; meetings; assemblies; bilingual story time; sporting carnivals and whole school celebrations. As a result we had a large number of parents, local business and the media engage with our school. 2016 saw the continuation of the parent groups in Vietnamese and Assyrian/Arabic, as well as weekly newsletter translations into Arabic and Vietnamese. This is supported through the employment of a Vietnamese and two Arabic/Assyrian Community Liaison Officers to work alongside families.

I would like to express my great appreciation to: the talented and committed teaching and leadership team for providing high quality learning experiences; the wonderful children who made each day a pleasure; the parents and the community, for supporting their children. Our school community made the 2016 year one of outstanding achievement and innovation. I feel it is a privilege to be Principal of this great school, where all of the school community "Aim High" in all they do.

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.

G Goldfinch

Principal

## School contact details

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## School background

### School vision statement

Fairfield West Public School community is committed to building and leading a highly engaging, successful and innovative teaching and learning environment.

### School context

Fairfield West Public School was established in 1925 and is located in the Fairfield School Education Group. In 2017 the student population is over 730 with a culture that is enriched by 92% of students with English as an Additional Language or Dialect.

There are 83 members of staff. The teaching staff is a mix of experienced and early career teachers. 16% of class teachers have been teaching 3 years or less.

Students are supported in their learning through; Early Action for Success; Support and Learning Assistance; Community Languages; English as a Second Language; Intensive English programs and Gifted and Talented programs. Fairfield West Public School also has a Support Unit, which caters for students with special needs in an integrated and nurturing environment. The school offers an extensive sports program which includes the development of fundamental movement skills and weekly participation in the Primary Schools Sports Association program. Fairfield West Public School encourages strong links with our local high schools and a partnership where students, teachers and parents work together ensuring that every child at Fairfield West Public School is given the opportunity to excel at all levels, develop values for life and a passion for learning. Increasing the involvement of the school parent community and student welfare are key priorities.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

All staff at Fairfield West Public School have viewed and discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence.

In the domain of Learning, Fairfield West Public School community has focused primarily on developing our learning culture and improving student wellbeing. The strong performance of the school in creating a positive and productive learning culture has been a feature of our progress. The increase in the range of community events offered, and the improved communication of these to our community, including the employment of three Community Liaison Officers (Assyrian, Arabic and Vietnamese) has assisted with this progress. A school focus and importance on student wellbeing has been fundamental in the development of students as active and informed citizens. The establishment of interest clubs for all students K–6 has allowed students to develop social and communication skills with a wide variety of students and staff across the Fairfield West Learning Community. This has enabled students to connect, succeed and thrive.

In the domain of Teaching, our priority was to build collaborative practice within Fairfield West and across our Community of Schools, as a result increasing effective classroom practice. Staff at the school have been engaged in the Instructional Rounds process. This process enabled staff to implement evidence-based research to improve performance, observe great teaching and learning in classrooms across the four schools and discuss the observations in relation to the classroom practice continuum and how this increases student learning. The Combined School Development Day in term 3 encouraged staff to build collegial relationships across schools and enabled them to be professionally developed in areas of personal interest, with varied topics on offer focussing on wellbeing

In the domain of Leading our priority has been ensuring all student learning provided is differentiated and innovative.

Kindergarten staff have built on their professional development in Language, Learning and Literacy (L3) that began in 2015, which allowed students to begin their schooling with literacy learning that is aimed at individual needs, based on authentic assessment data. Extension of L3 into year 1, and the professional learning for all year 1 teachers, has enabled the individual, needs based teaching practices to build on the exceptional learning the students received in Kindergarten. All staff were provided with the opportunity to participate in a mentoring program in relation to Self Organised Learning Environment (S.O.L.E). Staff experienced in S.O.L.E mentored identified staff on how to effectively implement this model of learning in their classroom to allow students to direct the learning process. To encourage challenging and stimulating learning environments, staff are using physical learning spaces flexibly across the curriculum.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Commitment to strong community partnerships.

### Purpose

Work together to give our learning community the knowledge and experiences to become active and informed citizens in the 21st century.

### Overall summary of progress

The school-wide commitment to high level community engagement has enabled significant progress in this strategic direction through a successful approach to student wellbeing and the learning culture. The provision of an increased range of extra-curricular activities offered to students, including interest clubs, has ensured all students have multiple and varied opportunities to participate in programs which enhance their cultural, social, emotional, physical and academic wellbeing. The development and improvement of the modes of communication between school and the community, including the employment of Arabic, Assyrian and Vietnamese Community Liaison Officers and the use of social media and translated materials, has encouraged and improved participation by the wider community in school programs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 50% of students are designing, facilitating or leading programs within and beyond the school.	80% of students participated in extra curricular activities within and beyond the school. These activities included, a variety of dance groups, gifted and talented programs, debating, chess club, film club and Premier's reading and sporting challenges.  100% of students participated in interest clubs.  86 students across K–6 took on leadership roles as SRC members, School Captains or House Captains.	\$3,000.00
• 70% of students, staff and parents actively engage in and support the school's educational priorities.	During 2016, data from all community events were collected and compared to numbers of 2015. In 2016 there were 2141 parents and caregivers who attended events at school to support educational priorities compared to 1684 in 2015.	\$29,555.00

### Next Steps

\* The establishment of Fairfield West as a Community Hub will ensure the school and wider community have access to services and information needed to be active members of the community.

\* Continue to provide a variety of community events and interest clubs which cater for the diverse population represented at Fairfield West Public School, so all members can support our community's educational priorities.

\* Continue building on existing extra-curricular opportunities to include programs that allow students to take on leadership roles.

## Strategic Direction 2

Sustainable cohesive systems leadership with staff.

### Purpose

Promote equity and excellence by leading and inspiring a culture of quality teaching and learning through collaboration, communication and organisational practices.

### Overall summary of progress

A focus by all staff on collaborative practice as well as learning and development, has been a priority during 2016 to strengthen quality teaching at Fairfield West Public School.

The implementation of Instructional Rounds with our Community of Schools has enabled teachers to draw on and implement evidence-based research to improve their performance and development. Instructional Rounds has also provided opportunities for staff to engage in professional dialogue focusing on best practice, and observe this practice in a variety of classrooms across the four schools.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff collaborating to: improve learning outcomes; support personalised and flexible modes of learning delivery.	100% of K–6 class teachers and support staff collaborate regularly to improve learning outcomes for students.  It is evident through all teaching programs, Personalised Learning Pathways and Individual Education Plans, that the curriculum is differentiated for all students across K–6.	\$8,000.00
100% of staff actively engage in and support educational priorities through community partnerships and learning opportunities.	100% of staff attended the School Development Day with staff from our Community of Schools, to build collegial partnerships.  All staff participated in professional learning around the process of Instructional Rounds.  5 aspiring leaders were mentored by substantive executive and given leadership opportunities.	\$10,000

### Next Steps

- \* Continue to implement the professional learning of Instructional Rounds within our Community of Schools.
- \* Continue to employ a consultant (Bruno Zuliani) to provide evidence-based research for collegial discussion, to improve performance and development of all staff members.
- \* Provide more opportunities for aspiring leaders to engage in whole school leadership opportunities.

### Strategic Direction 3

Innovative teaching through differentiated student learning.

### Purpose

Provide a high quality teaching and learning culture catering for all individuals to become successful, confident and creative.

### Overall summary of progress

The school's use of collaborative feedback and reflection to promote and generate learning and innovation has seen an increase in the number of staff using Self Organised Learning Environments as a mode of learning. During 2016 staff who had expertise in this area displayed leadership by mentoring other staff members. This provided an increased number of staff with the knowledge and skills to implement this program with the students in their class. All Kindergarten and year 1 teachers have been trained in a literacy initiative titled L3 (Language, Learning and Literacy). This initiative has had a significant impact on student outcomes in reading and writing in the first few years of schooling.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% of students achieving at and above the grade minimum standards in literacy and numeracy, reflective in school based data.	<p>Achievement in literacy:</p> <p>An average of 81% of K–6 students have achieved at or above the grade minimum standard in literacy at the end of 2016.</p> <p>The grade achievement is as follows:</p> <p>Kindergarten: 81%</p> <p>Year 1: 88%</p> <p>Year 2: 87%</p> <p>Year 3: 90%</p> <p>Year 4: 78%</p> <p>Year 5: 75%</p> <p>Year 6: 71%</p> <p>Achievement in numeracy:</p> <p>An average of 84% of year 1–6 students have achieved at or above the grade minimum standard in numeracy at the end of 2016.</p> <p>The grade achievement is as follows:</p> <p>Year 1: 78%</p> <p>Year 2: 94%</p> <p>Year 3: 91%</p> <p>Year 4: 95%</p> <p>Year 5: 72%</p> <p>Year 6: 73%</p>	\$21,145.00



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
50% of Kindergarten students exiting at or above level 9 in reading.	58% of Kindergarten students exited at or above level 9 in reading, according to school based data collected for L3 records at the end of 2016.	\$14,105.00

## Next Steps

- \* Continue the implementation of L3 in all Kindergarten and year 1 classes.
- \* Engage year 2 staff in L3 stage 1 professional learning to build on existing success of L3 Kindergarten and year 1.
- \* Engage all K–6 staff in Targeted Early Numeracy professional learning.
- \* Implement Early Action for Success. Two Instructional Leaders will be employed to professionally develop staff members resulting in improved best practice.





Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>100% of Aboriginal students have a Personalised Learning Pathway (PLP) written and reviewed each term. These are written in consultation with Aboriginal parents and carers, Elders, local or regional AECG and community members to determine the best way to support the learning needs of Aboriginal students</p> <p>At the end of 2016, 100% of Aboriginal students achieved their goals set out in their PLP.</p> <p>100% of students participated in National Sorry Day, National Reconciliation Week, NAIDOC week and Aboriginal Yarning time events.</p>	\$3,196.64
<b>English language proficiency</b>	<p>There is evidence in all teaching and learning programs of differentiation to reflect the language learning needs of EAL/D students.</p> <p>All staff has an increased knowledge and understanding of refugee student needs after participating in professional learning from STARTTS.</p> <p>Interpreting and translation services and materials are used for effective communication, consultation and engagement with Language background other than English (LBOTE) families and community members.</p>	\$28,872.12
<b>Low level adjustment for disability</b>	<p>Recognition and understanding of the rights of students with disability and the obligations of teachers and schools toward students and their parents and carers were promoted.</p> <p>An additional mentor with specialist expertise was employed to support student and teacher professional learning in the classroom to cater for students with additional needs.</p> <p>The school's learning and support team has facilitated a whole school approach to the development and provision of personalised learning and support in consultation with students and their parents and carers.</p> <p>100% of staff were trained in Non Violent Crisis Intervention strategies, which allow staff to recognise and respond to students' additional learning and/or support needs.</p>	\$71,056.00
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>All staff collaboratively developed units of work and assessment tasks.</p> <p>All staff engaged in mentoring to provide constructive feedback to individual staff on programming, assessment practices, classroom management strategies and differentiation to ensure the delivery of quality learning experiences for all students.</p>	This was funded by a staffing allocation of 5 days per fortnight.

<b>Quality Teaching, Successful Students (QTSS)</b>	<p>100% staff received assistance with the new Performance and Development Framework.</p> <p>Three temporary teachers received mentoring and support to complete the accreditation process.</p>	This was funded by a staffing allocation of 5 days per fortnight.
<b>Socio-economic background</b>	<p>Three additional teachers above the staffing entitlement, with specialist expertise, have been employed to support higher student achievement and enhanced teacher professional learning through a mentoring program.</p> <p>100% of staff have increased skills and focus on literacy and numeracy as the foundations for learning through individualised professional learning opportunities.</p> <p>Students have been engaged in challenging and rich learning experiences across the curriculum; such as the learning of science, technology, engineering and mathematics in an integrated approach (STEM); Science Fun Days; Interest clubs; Mind Marathon; Opportunity to Perform; Choir; Regional Dance camp and varied dance groups. Relevant resources have been purchased to support these programs.</p>	\$535,911.68
<b>Support for beginning teachers</b>	<p>Permanent beginning teachers released from class each week to improve teaching practice through mentoring and pedagogical discussions.</p> <p>Mentors released from class to support beginning teachers and enable them to improve teaching and learning.</p> <p>Three temporary teachers have successfully completed their accreditation.</p>	\$16,080.00
<b>Targeted student support for refugees and new arrivals</b>	<p>100% of refugee students are catered for through the implementation of the Refugee programs.</p> <p>Increased communication with Refugee students and families through the full time employment of an Assyrian/Arabic speaking CLO and SLSO. A part time Vietnamese speaking CLO also supports the Vietnamese speaking community.</p> <p>Refugee students starting school in 2017 have an increased awareness of schooling in Australia after attending a refugee preschool established in 2016.</p>	This was funded by a staffing allocation of one class teacher and one Student Learning Support Officer 4 days per week in term 4 2016.
<b>English</b>	<p>38 students successfully participated in local Spelling Bee competitions. 4 students attended the regional competition with 1 student progressing to the state finals.</p> <p>Students successfully participated in Debating and Public Speaking competitions.</p> <p>100% of Kindergarten and year 1 students participated in Language, Learning and</p>	\$47,200.00

<b>English</b>	<p>Literacy (L3) lessons to improve their literacy outcomes.</p> <p>K–6 parents participated in workshops on how to support comprehension with their children and reinforce the strategies taught at school.</p> <p>100% of classrooms have current, quality reading books to engage students in reading.</p>	\$47,200.00
<b>Mathematics</b>	<p>A variety of new resources were purchased for each grade to support quality mathematics lessons.</p> <p>A K–6 Maths Fun Day was effectively implemented with 100% students participating and many community members volunteering as station monitors.</p> <p>Online assessments were developed across K–6 to ensure all student mathematical knowledge and skills are accurately assessed</p> <p>A K–6 Mathematics Scope and sequence linked to the NSW Syllabus for the Australian Curriculum was trialed and evaluated to ensure a continuum of learning.</p>	\$5,400.00



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	337	362	367	374
Girls	340	341	345	358

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.5	94.9	91.8	92.7
1	93.7	93.6	93.4	93.1
2	93.4	94.1	94	93.4
3	96.4	93.8	93.3	93.8
4	95.2	95	93.7	94.2
5	95.9	95.5	95.1	93.9
6	95.8	95	95.4	95.1
All Years	95	94.6	93.9	93.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Attendance across all grades K–6 at Fairfield West Public School is consistently above 92%. This is due to a strong focus on attendance and clear guidelines for following up students who are absent. Absences are marked through an online program so patterns in absences are easily detected and discussed.

Attendance and wellbeing is also monitored and discussed with the Learning and Support Team and the Home School Liaison Officer and students who are absent for more than two days are contacted. Student mobility continues to be a significant factor, which impacts on enrolments, student learning and school programs.

In several cases families are taking students out of

school for overseas holidays during school terms. The school discourages this and children are not exempt from this type of absence.

### Class sizes

Class	Total
KS	21
KM	17
KG	21
KF	21
1A	17
1T	19
1R	18
1I	20
2I	17
2S	22
2N	22
2M	20
2L	28
3A	19
3V/P	30
3M	24
3F	26
4E	30
4W	26
4P	29
4H/R	24
5J	20
5/6C	32
5W	31
5T	30
6P	26
6H	30
6R	25

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	31.78
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.2
Teacher of ESL	2.8
School Administration & Support Staff	10.47
Other Positions	1.2

\*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce.

A Student Support Learning Officer Aboriginal has been employed one day a week. Her role included:

- Assisting with developing Personal Learning Pathways (PLPs) with Aboriginal students by encouraging parent attendance and participation, following through with the implementation of the plan.
- Ensuring all PLPs include a specific focus on bridging the gap in outcomes between Aboriginal and non-Aboriginal students.
- Supporting parents to assist student achievement of PLP targets.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	40
Postgraduate degree	60

### Professional learning and teacher accreditation

All staff regularly participate in both team and whole school professional learning. During team meetings staff are guided through the process on analysing data to guide teaching and learning and how to embed formative assessment into all lessons. A major focus for whole school professional learning during 2016 was based around understanding Gifted and Talented students and programs, as well as how to support newly arrived refugee students in the classroom. The Principal presented several sessions around the differences between Gifted and Talented and how to cater for all students in classrooms. Experts from NSW service for the Treatment and Rehabilitation of Torture and Trauma Survivors. (STARRTS) delivered several sessions around supporting these students.

As part of the Great Teaching, Inspired Learning reform, permanently employed beginning teachers are funded for two hours per week release time over and above the normal release allocation, as well as, one hour a week release time for an experienced teacher/colleague to provide mentoring support. Beginning Teacher Support Funding for permanent teachers in their second year of teaching allocates one hour a week release time. The purpose of this resource is to assist in the new teacher's induction, professional development and achievement of accreditation at the level of Proficient teacher. At Fairfield West Public School, two teachers qualified for the first year of funding.

An Assistant Principal ran an induction program for early career teachers in 2016. This took place in Weeks 4 – 7 of term 1 and comprised of one hour sessions run at lunchtime on a Wednesday. The sessions covered: The Role of the Teacher; Classroom Management; Quality Teaching; Professional Responsibilities; Effective Communication; The Professional Teaching Standards; Achieving Accreditation Requirements and; Career Planning. A total of two temporary teachers completed the induction program with both commenting that they found the sessions to be informative and useful. The Assistant Principals have also worked with teachers in 2016 and assisted them to complete their accreditation, so they could achieve the Proficient level. By week 5 of term 4, three teachers had successfully submitted their accreditation documentation to Board of Studies Teaching and Educational Standards (BOSTES). It is anticipated that another teacher would successfully complete and submit their accreditation documentation before the end of the year or at the start of 2017. A total of 29 staff members are maintaining their accreditation at the Proficient stage of the Australian Professional Standards for teachers.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>665 306.61</b>
Global funds	489 147.54
Tied funds	838 302.58
School & community sources	114 598.33
Interest	11 039.32
Trust receipts	9 135.70
Canteen	0.00
Total income	2 127 530.08
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	17 492.29
Excursions	44 122.35
Extracurricular dissections	50 853.36
Library	0.00
Training & development	3 926.27
Tied funds	538 527.93
Short term relief	44 678.14
Administration & office	156 745.79
School-operated canteen	0.00
Utilities	56 890.44
Maintenance	39 943.91
Trust accounts	14 665.23
Capital programs	0.00
Total expenditure	967 845.71
<b>Balance carried forward</b>	<b>1 159 684.37</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31 August 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	1 237 043.60
(2a) Appropriation	1 197 341.75
(2b) Sale of Goods and Services	2 355.33
(2c) Grants and Contributions	35 094.26
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 252.26
<b>Expenses</b>	-394 473.81
Recurrent Expenses	-394 473.81
(3a) Employee Related	-181 656.09
(3b) Operating Expenses	-212 817.72
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	842 569.79
<b>Balance Carried Forward</b>	842 569.79

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial management at Fairfield West Public School is governed by the Principal in collaboration with the school's finance committee in line with the Department of Education's policy and procedures, and based on specific school priorities as determined by the Fairfield West Learning Community.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	4 092 032.68
Base Per Capita	39 594.99
Base Location	0.00
Other Base	4 052 437.70
<b>Equity Total</b>	1 240 955.62
Equity Aboriginal	3 192.63
Equity Socio economic	658 336.73
Equity Language	314 530.59
Equity Disability	264 895.67
<b>Targeted Total</b>	1 062 941.87
<b>Other Total</b>	388 241.99
<b>Grand Total</b>	6 784 172.15

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

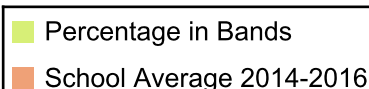
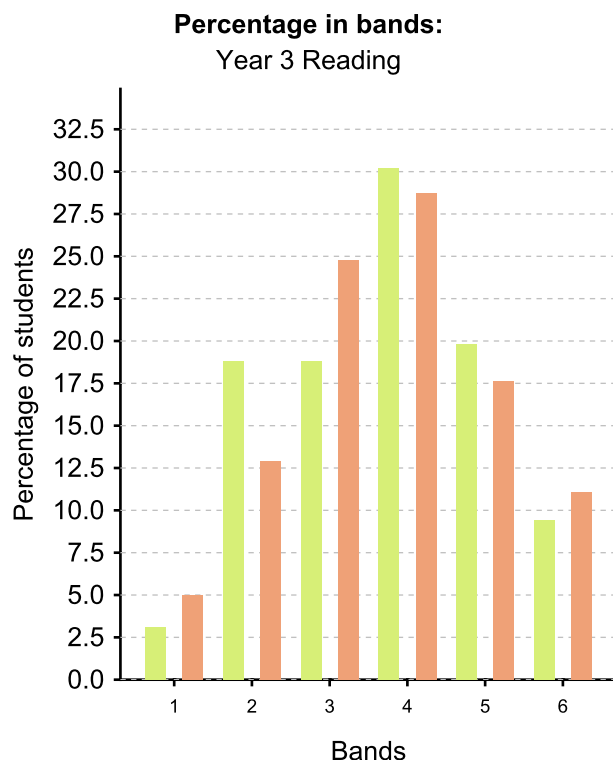
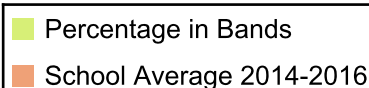
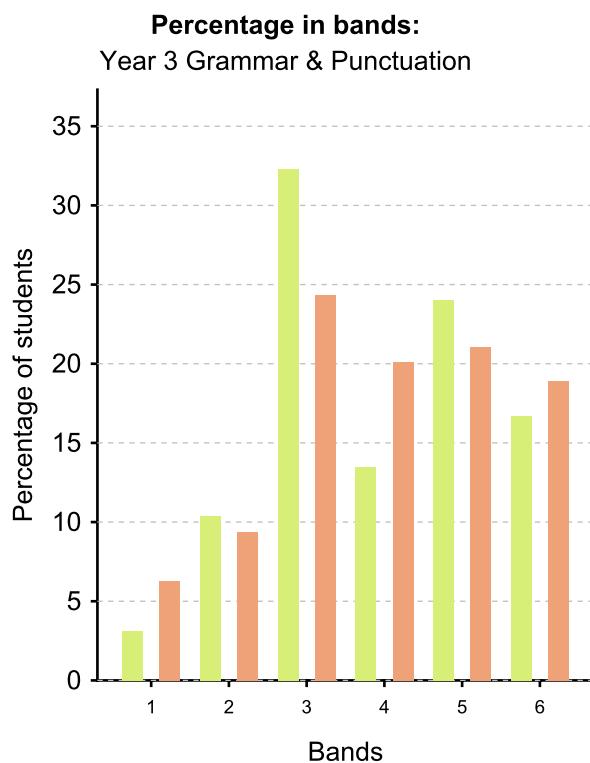
## School performance

### NAPLAN

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.

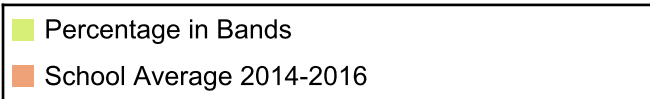
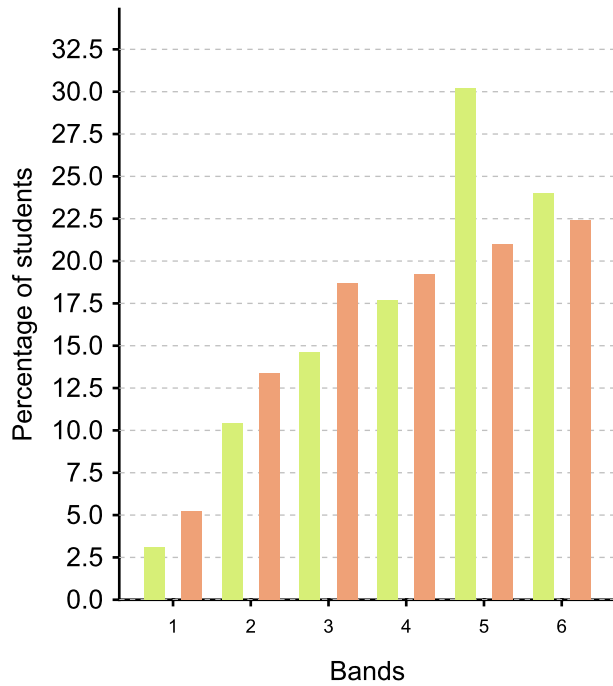
The NAPLAN results show improvements in the number of students in the top two bands of reading for year 3 students over the last four years.

Year 5 students have shown above average growth in grammar and punctuation between year 3 and 5.

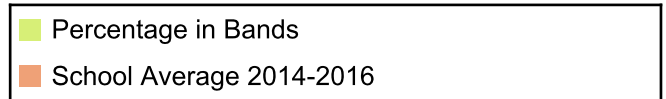
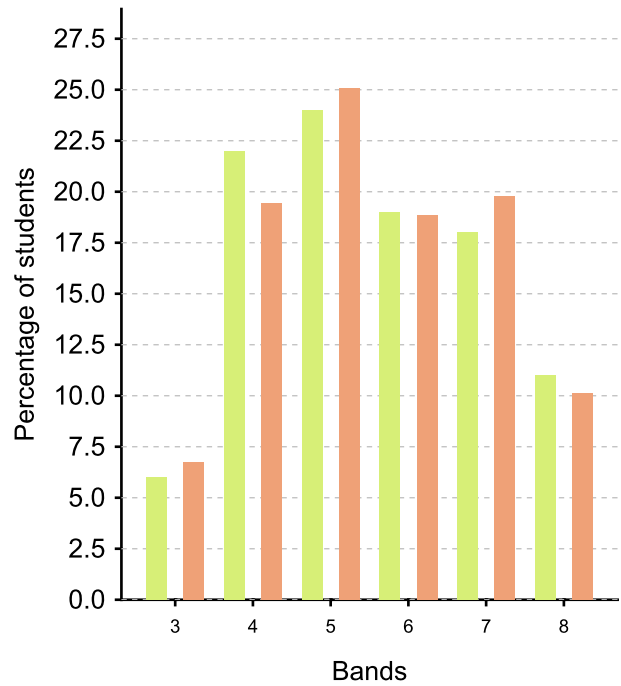




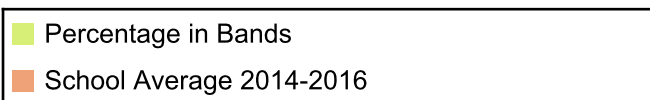
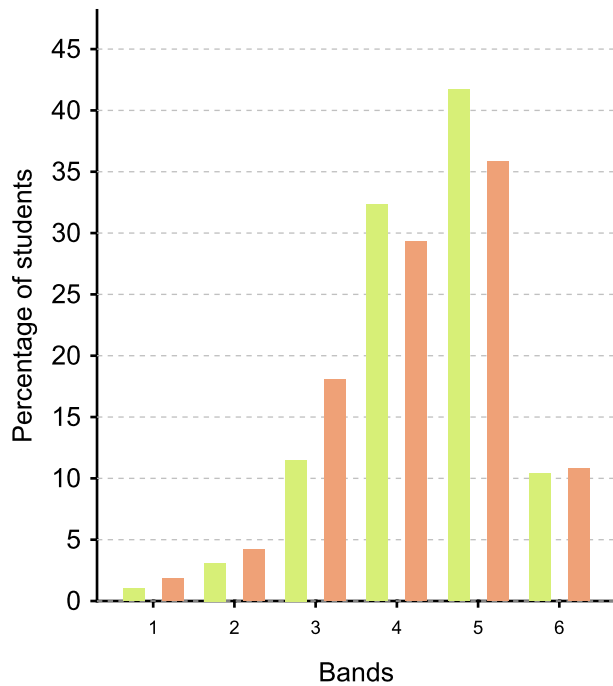
**Percentage in bands:**  
Year 3 Spelling



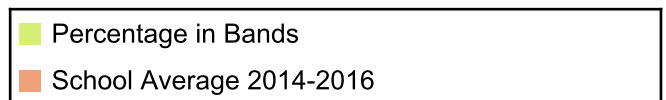
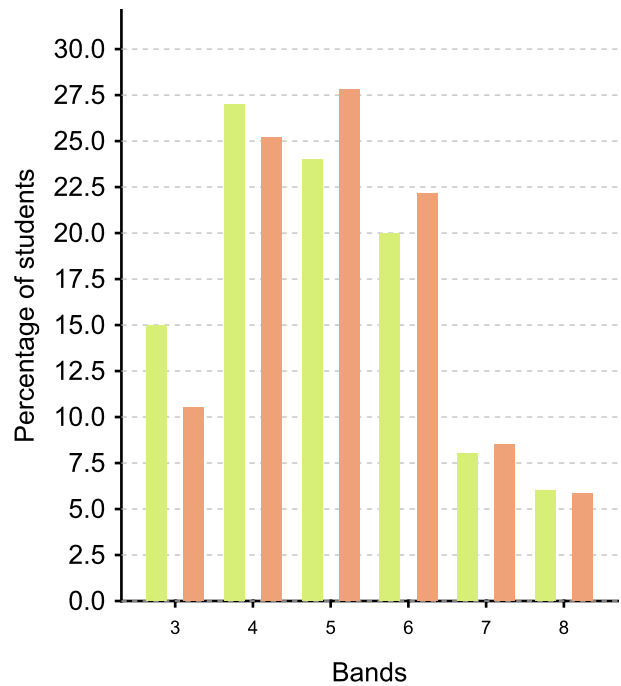
**Percentage in bands:**  
Year 5 Grammar & Punctuation



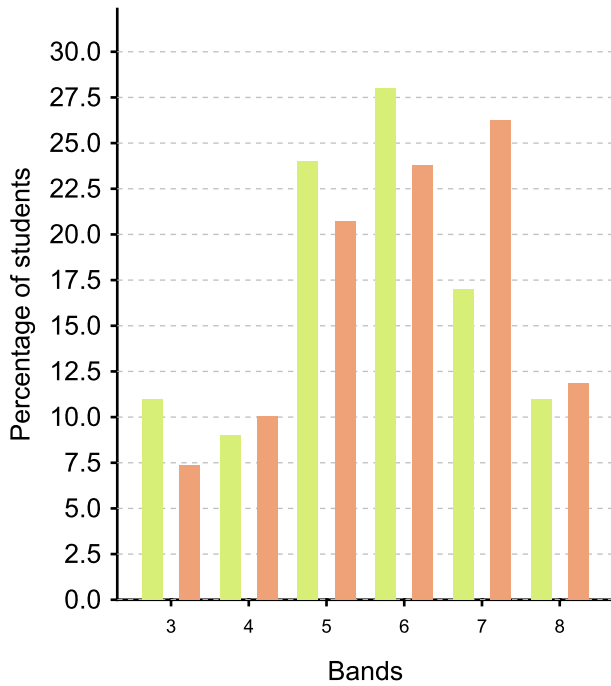
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading

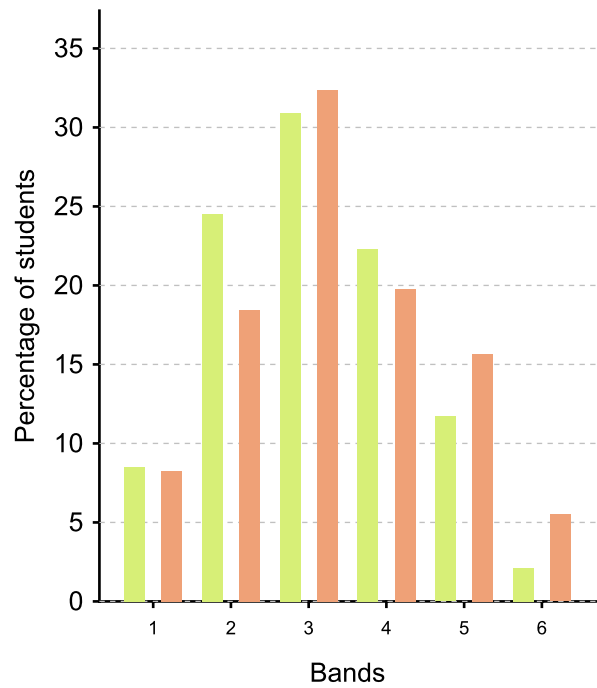


**Percentage in bands:**  
Year 5 Spelling



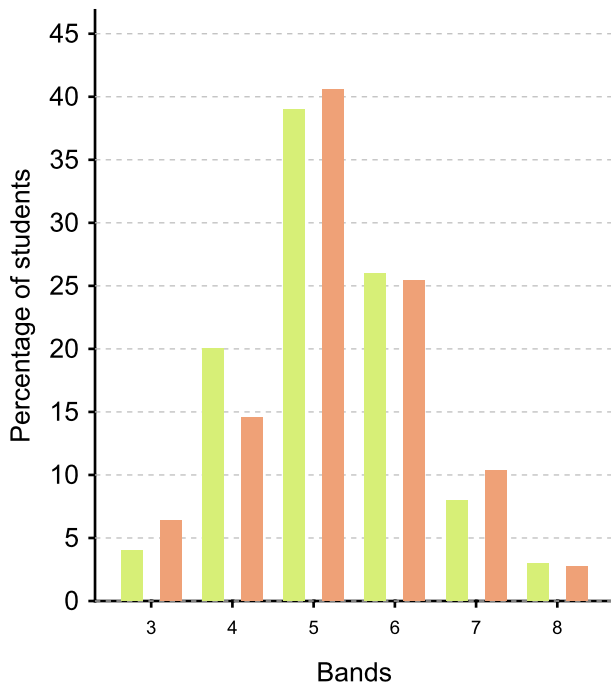
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Numeracy



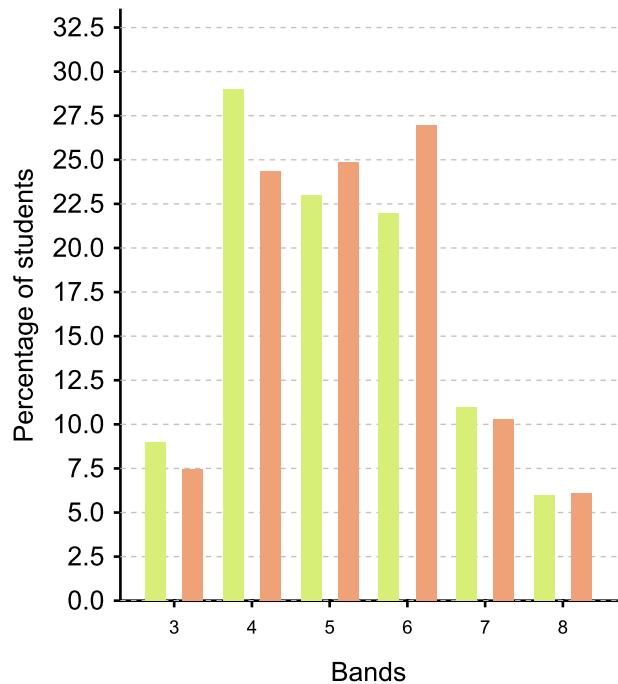
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

Year 5 students have shown above average growth in numeracy between year 3 and 5.

In 2016, in accordance with the *Premier's priorities: Improving education results*, schools are required to report on their student performance in the top two NAPLAN bands in reading and numeracy.

In year 3, 41% of students achieved in the top two

bands for grammar and punctuation, 29% for reading and 14% for numeracy.

In year 5, 29% of students achieved in the top two bands for grammar and punctuation, 14% for reading and 17% for numeracy.

## Parent/caregiver, student, teacher satisfaction

### Student survey – School Life

97% of years 2–6 students surveyed really like going to school each day. In this, 100% of year 3 students surveyed really like going to school.

98% of years 2–6 students surveyed agree or mostly agree that their teacher helps them do their best work. 100% of years 4 and 5 students surveyed all agree.

99% of years 2–6 students surveyed agree or mostly agree that they feel happy. 100% of years 2, 3 and 4 students surveyed feel happy.

96% of years 2–6 students surveyed agree or mostly agree that the things they learn are important to them. 100% of year 6 students surveyed agreed.

96% of years 2–6 students surveyed agree or mostly agree that learning is fun. 100% of year 6 students surveyed agree that learning is fun.

### Parent survey – Community engagement

100% of parents and caregivers surveyed believe that at Fairfield West Public School there is a school-wide, collective responsibility for student learning and success, with high level of student, staff and community engagement.

98% of parents and caregivers surveyed believe that Fairfield West Public School has a commitment to strong community partnerships. The programs and activities encourage this.

98% of parents and caregivers surveyed believe that the school provides a range of extra-curricular activities to ensure the entire community has opportunities to participate in programs which enhance their cultural, social, emotional, physical and academic wellbeing.

98% of parents and caregivers surveyed stated that the school's employment of Assyrian, Vietnamese, Aboriginal and Arabic Community Liaison Officers has helped strengthen the relationship between the school and the community.

### Teacher survey – Assessment data

100% of staff agree that collecting and analysing student data to guide teaching and learning is a priority at Fairfield West Public School and regularly discussed at team meetings.

100% of staff state that they understand data concepts, and collect and analyse data in their class to effectively guide teaching and learning to improve student outcomes.

98% of staff state that they know the school's three strategic directions and are able to discuss what processes and practices are in place to successfully achieve these.

## Policy requirements

### Aboriginal education

Eight students have been identified as being Aboriginal in 2016.

Respect towards Aboriginal culture and education and inclusivity is paramount and this is demonstrated by the following:

- \* The Aboriginal flag is raised every school day, acknowledgement of Country takes place at every assembly.

- \* The continued employment of an Aboriginal SLSO to:

- Ensure all Personalised Learning Pathways (PLPs) include a specific focus on bridging the gap between Aboriginal and non-Aboriginal students.
- Implement developed PLPs with Aboriginal students.
- Support parents to assist with achievement of agreed targets.
- Maintain the link with Aboriginal families with the school.

- \* The ongoing development and maintenance of an Aboriginal garden by our teachers.

- \* Regular attendance and participation at the Fairfield AECG by two of our staff members.

- \* Monthly Value posters made with an Aboriginal theme for classroom teachers to use with their students.

Activities for the school year are as follows:

Term 1:

- \* Personalised Learning Pathways for our Aboriginal students developed by teachers, parents, caregivers and Aboriginal SLSO.

- \* A staff member attended the information afternoon for teachers responsible for Aboriginal Education at Riverwood office run by the Aboriginal Education and Engagement team.

- \* Aboriginal story time in the school library with over 40 students, both Aboriginal and non-Aboriginal attending. The students listened to a contemporary Aboriginal story, created their own Aboriginal art work and played an Aboriginal game called 'Googala.'

## Term 2

### \* National Sorry Day and National Reconciliation Week.

– Teachers were provided with resources to teach students about the significance of this commemoration.

– Students were engaged in making an art work for a Reconciliation Wall based on the theme 'Our History, Our Story, Our Future'. This was put together as one big artwork and displayed in the kindergarten playground area.

\* Two teachers on the Aboriginal Education Committee attended a professional learning course on 8 Ways of Aboriginal learning run by the Aboriginal and Engagement Team at Glenfield Education Office.

## Term 3

### Naidoc Week

– The artwork wall was transferred to the library where it covered a wall and was called 'Our Reconciliation Wall.' Information posters were put up explaining how it came about .

– The theme led into Naidoc Week with the theme 'Songlines, the living narrative of our nation'.

– Posters were also designed which explained how the artwork also related to Naidoc week and the significance of Songlines and how they have been recorded and passed down for thousands of years through songs, stories, dance and art.

– Students and parents were invited to the display.

– The Principal and one staff member attended a seven day Stronger Smarter professional learning.

## Term 4

### Yarning Time on Thursday 10 November

– This was an in-school Aboriginal activity.

–The students came in their grades for one hour at a time to participate in learning what a yarning circle is within Aboriginal culture. Within this circle they listened to and watched a contemporary Aboriginal story and learned about and discussed the meaning of some of the symbols used in the story.

– They went into smaller class circles and created their own stories on the boomerangs provided. The students were then given the opportunity to share their story with a buddy in their class before coming back together in one large circle where a few of the students were willing to share their stories with the whole group.

– Carol Brown, our local Department of Education Aboriginal Liaison Officer and Kathy Holz, Fairfield West Public School's SLSO attended and assisted.

\* Teachers released to complete their PLP's for their Aboriginal students with students, parents, carers and Aboriginal SLSO.

\* FWPS is in the process of forming a partnership agreement with the Fairfield Local Aboriginal Education Consultative Group along with other public schools in the Fairfield area.



### Multicultural and anti-racism education

The English as an Additional Language/Dialect speaking population has steadily increased to 92% of students.

The community languages taught at this school are Vietnamese, Spanish, Arabic, Assyrian and Khmer. Community languages are taught on a Tuesday, Wednesday and Thursday. All students are exposed to two hours a week of learning a community language.

A reflection of the ever increasing refugee families joining our school saw the initiation of a Beginning School Well program in 2016. This program targeted refugee families with preschool children. Its purpose was to not only introduce the children to schooling and socialising through play, but also to give the parents a sense of worth, acceptance and support whilst settling in their new country of residence.

As an extension to this highly successful program, a submission was made and funding was granted for Fairfield West Public School to operate as a Community Hub in 2017.

Important cultural celebrations such as Chinese New Year, Easter, Ramadan, Diwali, and Christmas are acknowledged at morning lines and K–6 assemblies. Strong links are made with these cultural events and the school rules and values.

Harmony Day is celebrated annually. All students are encouraged to wear something that is orange. Classroom literacy activities revolve around celebrating Australia's diversity. Our participation in Harmony Day activities helps us learn and understand how all Australians from diverse backgrounds equally belong to this nation and make it a better place.

All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

## Other school programs

### Stage Highlights

#### Kindergarten

The Kindergarten children had many exciting learning experiences this year. They enthusiastically embarked on their first school excursion travelling to Calmsley Hill Farm by bus, enjoying a busy day learning about how farms meet our everyday needs.

Students discovered how much fun Mathematics and Science can be by participating in our annual Fun Days and enjoyed their 'buddy' sessions with their respective year 6 classes.

The new school wellbeing initiative, 'Clubs', offered the students the opportunity to engage in fun activities of their choice with a variety of children from different classes.

58% of students exited Kindergarten at a reading level of 9 or beyond due to the highly successful Language Learning and Literacy (L3) program being implemented for the second year.

It was pleasing to see an increase in the number of families granting their children the opportunity to participate in the 'Learn to Swim' program offered by the school in term 3.

#### Stage 1

Students in year 1 had a very busy year filled with lots of learning and fun. They continued their L3 literacy program and made great gains in their learning. In term 2, they attended Taronga Zoo to learn about wet and dry environments. It was great to watch the bird show and see how clever the birds were. The fun didn't end there though, students then had Maths Fun Day, Science Fun Day, Clubs as well as International Day to look forward to.

Year 1 also enjoyed their sport lessons as they were able to practice their fundamental movement skills as a grade. Students in year 2 had lots of fun filled and memorable learning experiences.

One of this year's highlights had been learning about the exciting topic of Wet and Dry Environments. Year 2 was very lucky to visit Taronga Zoo and see some of the habitats and animals that were learnt about in the classroom.

Maths and Science fun days were both unforgettable experiences where students engaged in a variety of hands on activities created by our wonderful teachers.

Westfield Sports visits allowed year 2 students to gain teamwork skills and exposure to different sports. 2016 has proved to be a busy and enjoyable learning journey!

#### Stage 2

Year 3 students have experienced an interesting and productive year of 21st Century learning. Many students attended their first primary school Disco and they all completed their first set of NAPLAN assessments.

Year 3 enjoyed participating in the Maths Fun Day and completed many great science experiments in their classrooms and as part of the Science Fun sessions. During their assembly this year, Year 3 focused modern Australian music and sang and danced to music created by Australian artists. On the sporting field, they attended their first primary Cross Country carnival, participated with enthusiasm in the Athletics Carnival and attended a variety of sports clinics.

Year 3 thoroughly enjoyed participating in International Day celebrations. They learnt about countries from around the world and created spectacular drama and dance productions to showcase their learning. These activities were also linked with the school's Book Week celebrations where students studied books from a variety of cultures.

Year 4 have enjoyed a busy and dynamic year filled with exciting opportunities and events. The fabulous students have loved visiting Westfields Sports High School to learn all about different sports and teamwork. The Sydney Colonial Walking Tour at the Rocks was an absolute highlight with all the students experiencing a day in the life of a convict.

#### Stage 3

Stage 3 students studied Australia as a Nation in term 1 and learned about what it means to be Australian, democracy and the stories of Aboriginal Australians. In term 2 they had an incursion based on the ways Aboriginal Australians used the stars to guide their lives and enjoyed first-hand reading the stars and retelling old stories.

In term 3, many students attended a camp at the Great Aussie Bush Camp; this provided many students and some staff with challenges of various degrees. The stage 3 non campers attended a three day in school program which included art workshops, cooking skills, sports activities and a Pokémon treasure hunt.

Year 6 students were engaged in various activities during Middle Schooling this year. Students enjoyed being involved in the one day a week program in which they attended computer, sports, history and English lessons in order to prepare them for experiences in High School.

2016 proved to be a very hardworking and busy year for both students and staff. All these experiences, along with a quality education provided students with opportunities to strengthen their peer relations, build self-confidence and make learning fun.

## Support Unit

The Support Unit students have completed a very busy and successful year. We celebrated Autism Awareness Day in April and encouraged the whole school to become involved, all classes from across the school created an art work about autistic spectrum disorder, this amazing art work was proudly displayed in the support unit throughout the year.

Classes were involved in life skills development by going out into the local community and learning how to use everyday services such as supermarkets and the post office. Students were engaged in cooking programs, learning how to shop for ingredients and follow recipes. Support Unit students have taken part in gardening, they have been learning about the growth cycle and have helped to create a beautiful garden in the support unit, it features a variety of plants and outdoor sculptures.

Our swimming program continued during 2016, with a lot of students making progress in this important area. The year finished with all students from the support unit taking part in a Christmas item in the final assembly for 2016, it was a great success. This has been a productive year with many new learning experiences for students.

## Our Achievements in Sport during 2016

\* A number of our PSSA teams made the Semi Finals and Grand Finals in their respective competitions:

– Year 5 Netball, Senior Girls Basketball, Junior Rugby League and Open Girls Soccer were the Winter Joint Premiers.

– Senior Girls League Tag & Senior Girls Softball were Summer Premiers.

– Senior Boys Cricket were beaten Grand Finalists.

– Senior Boys Softball, Junior Cricket, Year 3 Netball and Senior Rugby League all made the Semi Finals of their respective PSSA competitions.

\* The school was named Horsley Zone PSSA Rugby League and Tee Ball / Softball Champions in 2016.

\* Tara–Jade Ottmann, Aletta Ing and Addison Ing had great success at the Horsley Zone Swimming carnival and as a result made it to the Sydney South West Swimming Championships. Tara–Jade competed in the 10 Yrs Girls 50m Freestyle and Junior Girls Backstroke, Butterfly and Breaststroke events. Aletta competed in the 12 yrs Senior Girls Butterfly event and Addison competed in the Jnr Boys Backstroke and Butterfly events.

\* William McNamara represented the school and the Horsley Zone at the Sydney South West Cricket trials.

\* Thomas Kien represented the school and the Horsley Zone at the Opens Sydney South West Championships in Rugby League while William McNamara represented

Horsley at the 11 Years Sydney South West Championships.

\* Deana Caronna, Tara–Jade Ottmann, Pauline Suli–Ruka and Lakeisha Kalo–Kalo earned selection in the Horsley Zone Touch team that competed at the Sydney South West Girls Touch Football Championships where they were defeated in the Grand Final.

\* Tara–Jade Ottmann and Deana Caronna were selected to represent the Sydney South West Touch team at the NSW State Championships in Coffs Harbour.

\* Mehdi Rizvi made the Horsley Zone Softball Boys team that competed at the Sydney South West Softball Championships.

\* Stefani Beyer, Kristina Beyer, Jade Hill, Anita Chun, Angelina Yakou and Fane Vunipola represented the school and the Horsley Zone at the Sydney South West Girls Softball Championships.

\* Deana Caronna, Helena Exequiel, Stefani Beyer and Kristina Beyer represented the school and the Horsley Zone at the Sydney South West Girls Soccer Championships.

\* Mehdi Rizvi represented the school and the Horsley Zone at the Sydney South West Hockey Carnival. He went on to be selected in the Sydney South West team that competed at the NSW PSSA State Carnival in Unanderra.

\* Angelina Vi represented the school and the Horsley Zone at the Sydney South West Girls Basketball Championships. Angelina was then selected to represent SSW at the NSW PSSA State Championships in Tamworth.

\* Lakeisha Kalo Kalo and Tahlia Montoufeh represented the Fairfield West Public School and the Horsley Zone at the Sydney South West Girls Netball Championships.

\* The school had 7 students who earned representation in the Horsley Zone team that competed at the Sydney South West Cross Country Championships– Angelina Nachar (8/9 years), Pharrell Ibini–Isei (8/9 years), Jozef Cluff (8/9 years), Tara–Jade Ottmann (10 years), William Cluff (10 years), Yasmin Li (11 years) and Deana Caronna (12 years).

\* The school had 11 students who earned selection in the Horsley Zone team that competed at the Sydney South West Athletics Championships. Tara–Jade Ottmann (10 years 100m, Long Jump, Discus, Junior Relay), Pauline Suli–Ruka (10 years 100m, Junior 200m, Jnr Relay), William Cluff (Junior 200m, Junior Shot Put, Junior Discus, Junior Relay), Pharrell Ibini–Isei (8 years 100m, Junior Relay), Jozef Cluff (Junior Discus, Junior Shot Put, Junior Relay), Angelina Vi (Senior Shot Put), Aletta Ing (Senior 200m), Deana Caronna (Senior 800m), Emily La (Junior Relay), Isaiah Mkhytaw (Junior Relay) and Olivia Afualo (Junior Relay).



\* The school had 7 students who competed for Sydney South West at the NSW State PSSA Athletics Championships held in Homebush. Tara–Jade Ottmann made the State Carnival in the Long Jump event, while Pharrell Ibini–Isei made it in the 8 Yrs 100m event. William Cluff went to State for Discus and Shot Put, while the Junior Girls Relay team, made up of Tara–Jade Ottmann, Pauline Suli–Ruka, Emily La and Olivia Afualo made it to State as well. Two students in particular achieved outstanding sporting success across many areas in 2016. Their achievements are outlined below:

Tara–Jade Ottmann – Tara–Jade was very busy competing in many different sporting events in 2016. She represented Fairfield West Public School by playing in the PSSA Senior Girls Netball and Senior Girls League Tag teams who were both grand final winners. She was also part of the Senior Girls Touch Football team that competed in the annual Horsley Zone Gala Day tournament. Not only did Tara–Jade represent the school at Horsley Zone carnivals but went on further to represent the Horsley Zone at the Sydney South West Swimming and Cross Country Carnivals. Her many successes also led her to being awarded the Horsley Zone Junior Girls Swimming Medallion for 2016, as she placed first in many of her events. Tara–Jade's achievements didn't stop there and she continued to shine on the sporting field. She was chosen to represent the Sydney South West region not only at the NSW PSSA Touch Football tournament in Coffs Harbour but she also competed at the NSW PSSA State Athletics carnival in Homebush, where she competed in long jump and was a member of the junior girls relay team.

William McNamara – William was a member of numerous sporting teams in 2016. He began the year by representing Fairfield West Public School in the PSSA Senior Boys League Tag team and the Senior Rugby League team. He was also part of the Senior Boys Touch Football team that played at the Horsley Zone Gala Day tournament. He represented Fairfield West Public School in many Horsley Zone Carnivals including Cross Country, Swimming and Athletics. He also represented Fairfield West Public at the Milo Cricket Round Robin tournament. He continued to succeed on the sporting field and was chosen to represent the Horsley Zone at the Sydney South West 11's Rugby League carnival and was also chosen to represent the Horsley Zone at the Sydney South West Regional Cricket trials.