

# Fairfield West Public School

## Annual Report



2017



1896

## Introduction

The Annual Report for **2017** is provided to the community of **Fairfield West Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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### Message from the Principal

The 2017 scholastic year report encapsulates achievements, efforts and commitment to continuous improvement across Fairfield West Public School. I am proud to be the principal of Fairfield West Public School and of the many achievements listed in this Annual School Report.

Our successes are the result of a growing sense of community and the pursuit of excellence from our staff and students. Improvements have been built upon thorough examination of our strengths, identifying areas of need, and developing programs and strategies to improve outcomes.

2017 has seen a considerable investment in the areas of literacy, numeracy, early learning initiatives and technology to support Early Action for Success. The programs all share a common focus on collection and accurate use of data, the quality of instruction and improving teaching practice so as to improve student learning outcomes.

Throughout 2017 the staff have participated in extensive professional learning in the ability to identify individual student achievement on the literacy and numeracy learning continuums and link this to syllabus outcomes. This has required a collective responsibility to build skills, knowledge and confidence to make consistently informed judgments based on shared criteria. Students are beginning to use the language linked to the learning process and are taking greater responsibility for their learning.

The students at Fairfield West Public School are happy and enthusiastic. They are eager to participate in the wide range of educational, sporting and social opportunities available to them at school.

Fairfield West Public School teachers and support staff work as a team to develop and implement exemplary programs that meet the needs of every child, in an inclusive school environment where every student's potential is considered and maximised.

In 2018, the Fairfield West Public School learning community will focus on; Making learning relevant, Creating sustained Wellbeing and Connecting with others.

We look forward to an exciting 2018 where our school further evolves as a centre of excellence.

Genelle Goldfinch

Principal

## 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 Principal Network. In 2017 the student population is over 750 with a culture that is enriched by 92% of students with English as an Additional Language or Dialect and 20% of students from a refugee background.

There are 84 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 or Dialect; New Arrivals program; a specialised Music Program; and Gifted and Talented programs.

Fairfield West Public School also has a 7 class Support Unit, which caters for students with special needs in an integrated and nurturing environment.

The school offers an extensive sports program, including links with Westfields Sports HS and engagement in the Primary Schools Sports Association program.

Fairfield West Public School encourages strong links with our local pre-schools, primary schools and high schools; and a partnership where students, teachers and parents work together ensuring that every student at Fairfield West Public School is given the opportunity to excel at all levels, develop values for life and a passion for learning.

Further increasing the involvement of the school parent community is a key priority, as is, student and staff wellbeing.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

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 establishment of a Community Hub at Fairfield West Public School in 2017 has supported and increased the existing range of community events offered. The development and improvement in communication of these events to our community, including the employment of three Community Liaison Officers (Assyrian, Arabic and Vietnamese) has assisted with this progress, as well as improving communication skills with a wide variety of students and staff across the Fairfield West Learning Community. A school focus and importance on student wellbeing has been fundamental in the development of students as active and informed citizens. The continuation of interest clubs for all students K–6 has allowed students to improve social, emotional, spiritual, academic and physical wellbeing. This has enabled students to connect, succeed and thrive.

In the domain of Teaching, our focus has been to continue to promote 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. All staff across the Community of Schools also engaged in Lesson Study. This allowed staff to collaboratively design, teach, reflect, refine and adjust effective teaching strategies to create innovative and engaging teaching and learning activities. The

Combined School Development Day in term 3 encouraged staff to build collegial relationships across schools and enabled them to be professionally developed in the areas of Mathematics and Lesson Study.

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 year 2, and the professional learning for all year 1 and year 2 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 STEM, which is the learning of science, technology, engineering and mathematics in an interdisciplinary or integrated approach. All staff have participated in professional learning that focussed on the explicit teaching of early arithmetical strategies through small group instruction and hands on activities, with all Kindergarten to year 2 classes implementing these strategies daily.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## 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. Our newly established Community Hub has offered a range of workshops and activities: such as English classes, playgroup, Community Kitchen and Sip and Social. This has increased parent/caregiver sense of belonging to and participation in the Fairfield West Learning Community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 50% of students are designing, facilitating or leading programs within and beyond the school.	\$8,800.00 resources for clubs and bilingual story time.	100% 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, Rugby League clinics, gymnastics, choir, Premier's Spelling Bee, and Premier's reading and sporting challenges.  100% of students participated in interest clubs.  87 students across K-6 took on leadership roles: such as SRC members, School Captains, House Captains and Library monitors.
• 70% of students, staff and parents actively engage in and support the school's educational priorities.	\$95,613.00 including resources for community events; the employment of part time Community Liaison Officers in Arabic/Assyrian and Vietnamese.	2017 community events data was collected and compared to that of 2016. In 2016 there were 2141 parents and caregivers who attended events at school to support educational priorities compared to 2730 in 2017, which is a 28% increase.

### Next Steps

\* The continued implementation of the 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 the Fairfield West Learning Community to authentically connect with others.



## 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 2017 to strengthen quality teaching at Fairfield West Public School.

The implementation of Instructional Rounds and Lesson Study with our Community of Schools has enabled teachers to draw on and implement evidence-based research to improve their performance and development. Instructional Rounds 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. The Lesson Study process enabled staff members across the Community of Schools to collaboratively design, teach, reflect, refine and adjust effective teaching strategies to ensure the original lesson implemented across all schools was an example of best practice.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff collaborating to: improve learning outcomes; support personalised and flexible modes of learning delivery.	Internal timetabling to allow teams to meet weekly to collaborate.  Links established through Community of Schools allows collaboration across schools.	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.  100% of K-6 class teachers and support staff collaborate regularly to improve learning outcomes for students both within the school and across the Community of Schools.
100% of staff actively engage in and support educational priorities through community partnerships and learning opportunities.	\$17, 300.00 including costs for the combined School Development day and the implementation of Instructional Rounds.	In 2017 100% of staff attended one or both of the following:  1. School Development Day with staff from our Community of Schools, to build collegial partnerships.  2. Professional learning around the process of Lesson Study.  Eight aspiring leaders were mentored by substantive executive and given leadership opportunities.

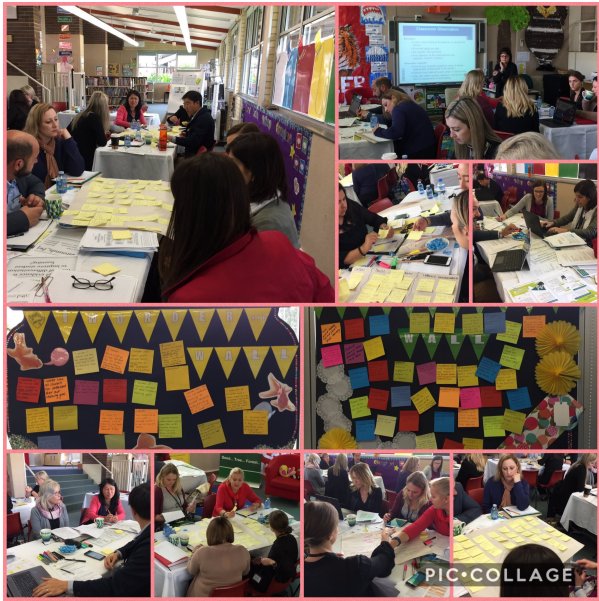
### Next Steps

\* Continue to implement the professional learning of Instructional Rounds and Lesson Study 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.

\* Continue to ensure individual student needs are met through the development of Personalised Learning Pathways and Individual Education Plans, in consultation with parents/caregivers.





### 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 innovative practices have seen an increase in the number of staff using STEM, which is the learning of science, technology, engineering and mathematics in an interdisciplinary or integrated approach. This develops creative and critical thinking skills through project based learning.

All Kindergarten, year 1 and year 2 teachers have been trained in a literacy initiative entitled L3 (Language, Learning and Literacy). This initiative has supported teachers to provide explicit, differentiated learning in literacy.

All Kindergarten to year 2 students have been engaged in Targeted Early Numeracy activities, which focus on explicit teaching of early arithmetical strategies through small group instruction and hands on activities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of students achieving at and above the grade minimum standards in literacy and numeracy, reflective in school based data.	<p>\$26,000.00</p> <p>Staffing allocation of two Instructional Leaders.</p> <p>Internal mentoring through a class free Assistant Principal.</p> <p>\$65000.00 for School Learning Support Officer to assist with L3.</p>	<p>Achievement in literacy.</p> <p>An average of 88% mainstream K–6 students have achieved at or above the grade minimum standard in literacy at the end of 2017.</p> <p>The grade achievement is as follows:</p> <p>Kindergarten: 47%</p> <p>Year 1: 98%</p> <p>Year 2: 88%</p> <p>Year 3: 97%</p> <p>Year 4: 97%</p> <p>Year 5: 90%</p> <p>Year 6: 100%</p> <p>Achievement in numeracy.</p> <p>An average of 92% of K–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>Kindergarten: 72%</p> <p>Year 1: 98%</p> <p>Year 2: 93%</p> <p>Year 3: 95%</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of students achieving at and above the grade minimum standards in literacy and numeracy, reflective in school based data.		Year 4: 98%  Year 5: 94%  Year 6: 96%
50% of Kindergarten students exiting at or above level 9 in reading.	Staffing allocation of two Instructional Leaders.  Internal mentoring through a class free Assistant Principal.	47% of Kindergarten students exited at or above level 9 in reading, according to school based data collected for L3 records at the end of 2017.

## Next Steps

- \* Continue the implementation of L3 in Early Stage 1 and Stage 1.
- \* Engage all K–2 staff in either ongoing professional learning or new professional learning relating to L3 implementation.
- \* Engage all K–2 staff in Targeted Early Numeracy professional learning.
- \* Provide professional learning for all staff around the new Literacy and Numeracy Progressions.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$5,263.00 – for teacher release to develop Personalised Learning Pathways (PLP) and meet with parents/carers to share PLP.	<p>100% of Aboriginal students have a Personalised Learning Pathway (PLP). Invitations were sent to: Aboriginal parents and carers, Elders, local or regional AECG and community members. PLPs are reviewed and written to determine the best way to support the learning needs of Aboriginal students, with those in attendance.</p> <p>At the end of 2017, 100% of Aboriginal students achieved their goals set out in their Personalised Learning Pathways.</p> <p>100% of students participated in National Sorry Day and National Reconciliation Week. Students were encouraged to participate in local NAIDOC week celebrations during the school holidays.</p> <p>The school's Showcase began with an item acknowledging the Aboriginal story of The Emu in the Sky and showcased aboriginal ideas through contemporary dance.</p>
<b>English language proficiency</b>	\$347,468.00 for the employment of additional teaching and support staff.	<p>There is evidence in all teaching and learning programs of differentiation to reflect the language learning needs of EAL/D students.</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> <p>The employment of additional staff to assist students from EAL/D backgrounds to access the curriculum and work towards the achievement of targeted outcomes.</p>
<b>Low level adjustment for disability</b>	\$289,956.00 to pay for a mentor with specialist expertise and to upgrade the Support Unit playground.	<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>Professional learning sessions relating to the Disability Discrimination Act 1992 , Disability Standards for Education 2005, Autism awareness were provided to all staff.</p> <p>An information session was held about NDIS, how it is working in schools and the expectations of teachers in recording relevant</p>

<b>Low level adjustment for disability</b>	\$289,956.00 to pay for a mentor with specialist expertise and to upgrade the Support Unit playground.	<p>information.</p> <p>A clinical specialist physiotherapist – pediatric spinal outreach service came to provide specific information about an individual student with additional needs and how staff can support this student to access all areas of schooling.</p> <p>Upgrades to the playground and installation of fencing and an intercom has ensured safety and security for all students and staff.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing allocation of 0.554	<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> <p>100% staff received assistance with the Performance and Development Framework and achieved their goals.</p> <p>Eleven temporary teachers received mentoring and support to complete or begin the accreditation process.</p>
<b>Socio-economic background</b>	\$880,023.00 including the employment of three additional teachers; resources and breakfast club food and equipment.	<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; Maths Fun Day; Interest clubs; Opportunity to Perform; Choir; Debating; Premier's Spelling Bee; Lachlan Macquarie Gifted and Talented Mathematics day; music lessons by a specialised teacher and varied dance groups. Relevant resources have been purchased to support these programs.</p> <p>A daily Breakfast Club is implemented by parents and staff to provide a healthy start to the day for all students.</p>
<b>Support for beginning teachers</b>	\$37,688.00 for staff to release teachers.	<p>Permanent and temporary 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>



<b>Targeted student support for refugees and new arrivals</b>	<p>\$23,197.00 for resources and pay for an excursion.</p> <p>Staffing allocation through the New Arrivals Program included 3.5 teacher and 3 School Learning Support Officer.</p>	<p>100% of refugee students are catered for through the implementation of the Refugee programs, such as the New Arrival Program classes, excursions and celebration of Refugee Week.</p> <p>Increased communication with Refugee students and families through the full time employment of two Assyrian/Arabic speaking CLOs . 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> <p>The Beginning School Well program for refugee children starting school in Kindergarten in 2018 was successfully implemented with 15 families participating.</p>
<b>Early Action for Success</b>	<p>\$310,775.00 for two Instructional Leaders.</p>	<p>Two Instructional Leaders were employed to assist with progression of students in all areas of Literacy and Numeracy.</p> <p>Increased number of K–2 students meeting EAFS benchmarks.</p> <p>Teachers plan and implement effective programs that reflect student learning needs and use data to drive their teaching and learning.</p> <p>Teachers successfully completed TEN training as well L3 K &amp; L3 Stage 1 professional learning.</p>
<b>English</b>	<p>\$69,650.00 including the purchasing of quality texts K–6; resources for K–2 L3 implementation; and resources for community workshops.</p>	<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. 2 teams represented the school in debating with one team reaching the regional quarter finals.</p> <p>100% of Kindergarten, year 1 and year 2 students participated in Language, Learning and Literacy (L3) lessons to improve their literacy outcomes.</p> <p>K–6 parents participated in workshops on how to support the teaching of reading and comprehension to their children and reinforce the strategies taught at school.</p> <p>100% of classrooms have current, rich texts to engage students in reading.</p>
<b>Mathematics</b>	<p>\$19,150.00 including the purchasing of mathematical resources for all K–2 classes for the implementation of TEN and</p>	<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</p>

**Mathematics**

resources for the Maths  
Fun Day.

implemented with 100% students participating  
and many community members volunteering  
as station monitors.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	362	367	374	390
Girls	341	345	358	365

Fairfield West Public School continues to grow each year especially in years 3–6, with many students having previously been enrolled at several other schools in Australia or overseas. 2017 saw a significant increase in students enrolling in year 1–6 who had never been to school before.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	91.8	92.7	93.1
1	93.6	93.4	93.1	93.7
2	94.1	94	93.4	93.6
3	93.8	93.3	93.8	94.3
4	95	93.7	94.2	93.7
5	95.5	95.1	93.9	94.8
6	95	95.4	95.1	92.5
All Years	94.6	93.9	93.8	93.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### 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 on 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 parents of 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
KN	19
KM	21
KD	21
1_2T	28
1R	20
1C	24
1A	24
2C	18
2R	22
2N	23
3B	23
3A	20
3_4VP	28
3T	25
3C	25
4K	25
4I_N	21
4S	26
4M	26
5J	22
5H	30
5_6T	32
5W	29
5P	29
6R	27
6M	27
6S	27

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	31.65
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.9
Teacher Librarian	1.2
Teacher of ESL	3.2
School Counsellor	0
School Administration & Support Staff	11.47
Other Positions	3

\*Full Time Equivalent

Fairfield West Public School has many job share positions as 35% of staff are on leave for various reasons, which increases the number of temporary teachers employed each year. The Workforce composition table reflects an employment number of 60.95 in total when in fact, 84 staff are employed at Fairfield West Public School.

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	100
Postgraduate degree	66

### Professional learning and teacher accreditation

All staff regularly participated in both team and whole school professional learning. Throughout 2017 a total of \$69,293.00 was spent on professional learning for both teaching and non teaching staff. During team meetings staff members were guided through the process of 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 2017 was based around examining best practice in order to improve impact on student learning. 'Lesson study', initially as a school group and later as teams across our Community of Schools, (SHiFFT) was adopted. Lesson study involved small teams of teachers working together in a systematic cycle of planning, teaching, observing, refining and reviewing specific lessons. The Principal presented several sessions around the differences between Gifted and Talented and how to cater for all students in classrooms. Targeted Early Numeracy (TEN) workshops were presented by the Instructional Leaders.

As part of the Great Teaching, Inspired Learning reform, permanently employed beginning teachers and those with temporary contracts for a year were 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. One hour a week release time for teachers in their second year of teaching was allocated to one teacher as part of the Beginning Teacher Support Funding. 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, six teachers qualified for the first year of funding.

Two aspiring leaders, under the mentorship of an Assistant Principal ran an induction program for early career teachers in 2017. This took place in terms 1 and 2 and comprised of 40 minute 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 eleven teachers completed the induction program with all participants commenting that they found the sessions to be informative and useful. The Assistant Principals worked with teachers in 2017 and assisted them to complete their accreditation, so they could achieve the Proficient level. Three teachers successfully submitted their accreditation documentation to the National Education Standards Authority (NESA). A total of 25 staff members are



maintaining their accreditation at the Proficient stage of the Australian Professional Standards for teachers.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	842,570
<b>Revenue</b>	8,473,424
Appropriation	8,287,556
Sale of Goods and Services	4,453
Grants and Contributions	171,309
Gain and Loss	0
Other Revenue	0
Investment Income	10,106
<b>Expenses</b>	-7,912,274
Recurrent Expenses	-7,912,274
Employee Related	-7,121,638
Operating Expenses	-790,636
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	561,149
<b>Balance Carried Forward</b>	1,403,719

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.

Funds carried over have been set aside to fulfil an application sent to the Asset Management Unit to upgrade the kitchen in the school Community Cottage and the installation of soft-fall around the school.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,395,660
Base Per Capita	118,966
Base Location	0
Other Base	4,276,694
<b>Equity Total</b>	1,522,710
Equity Aboriginal	5,263
Equity Socio economic	880,023
Equity Language	347,468
Equity Disability	289,956
<b>Targeted Total</b>	1,290,381
<b>Other Total</b>	767,863
<b>Grand Total</b>	7,976,614

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

In year 3, 42% of students achieved in the top two bands for grammar and punctuation. 21 students achieved Band 6, which is the highest number of students in Band 6 since 2012.

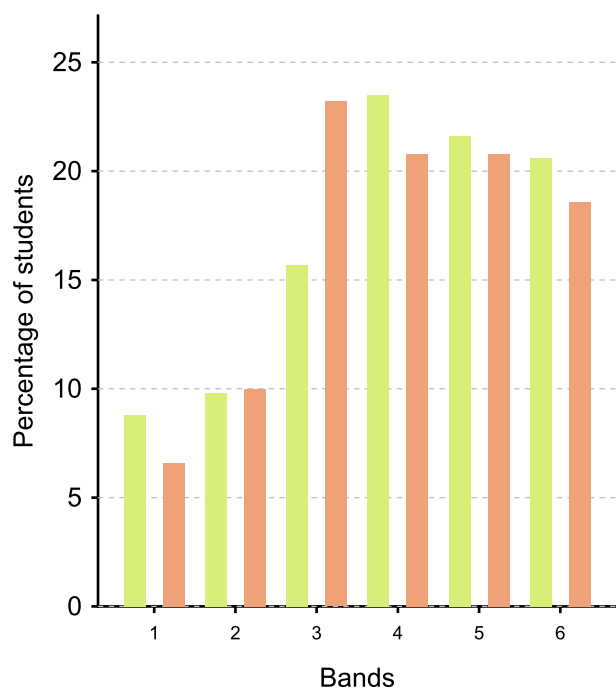
In year 3, 30% of students achieved in the top two bands for reading, which has been the highest result since 2012. 16 students achieved Band 6, which is the highest number of students in Band 6 in reading since results have been analysed.

In year 3, students who have achieved 'At Proficiency' in reading has been the highest result since 2012.

In year 5, 11% of students achieved in the top two bands for reading and 11% in the top two bands for writing.

In year 5 the average growth in reading between year 3 to year 5 has been the highest since 2013.

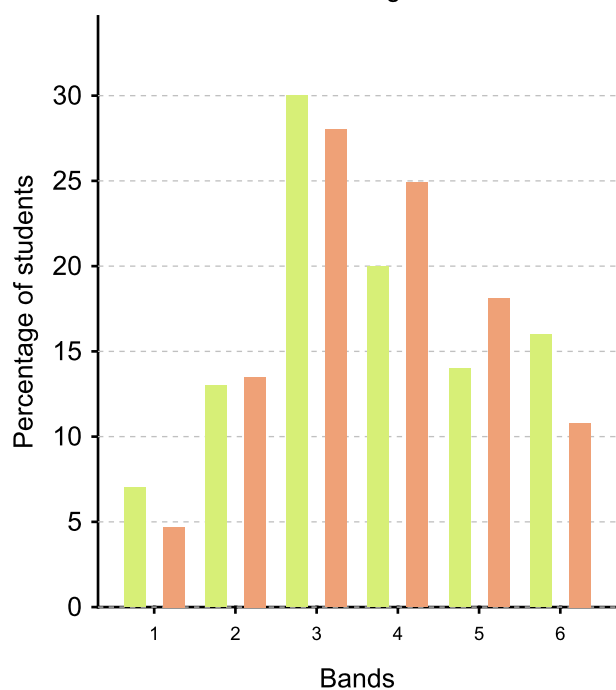
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	8.8	9.8	15.7	23.5	21.6	20.6
School avg 2015-2017	6.6	10.0	23.2	20.8	20.8	18.6

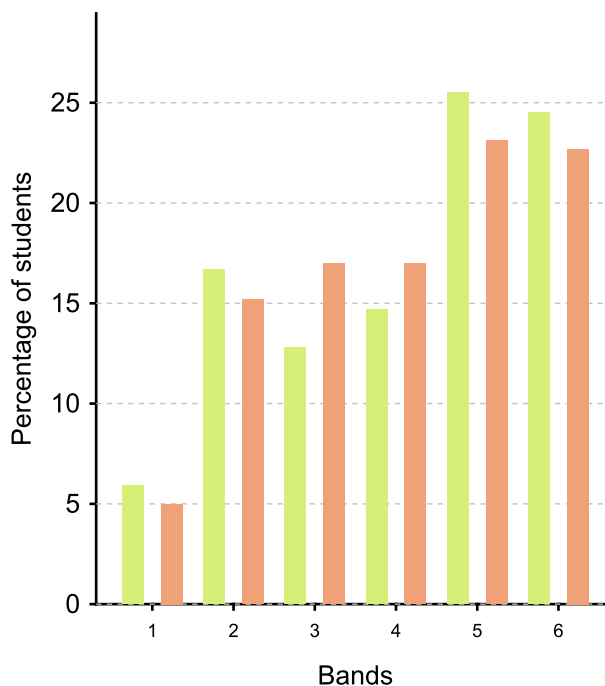
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	7.0	13.0	30.0	20.0	14.0	16.0
School avg 2015-2017	4.7	13.5	28.0	24.9	18.1	10.8

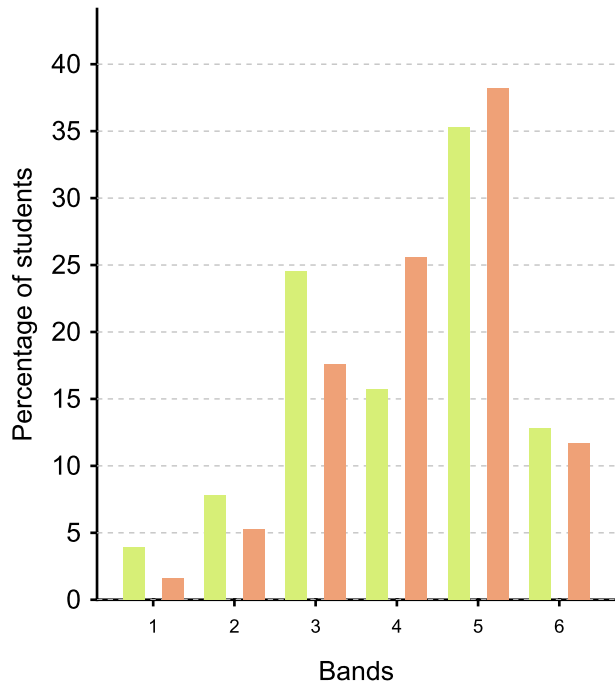
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	5.9	16.7	12.8	14.7	25.5	24.5
School avg 2015-2017	5.0	15.2	17.0	17.0	23.1	22.7

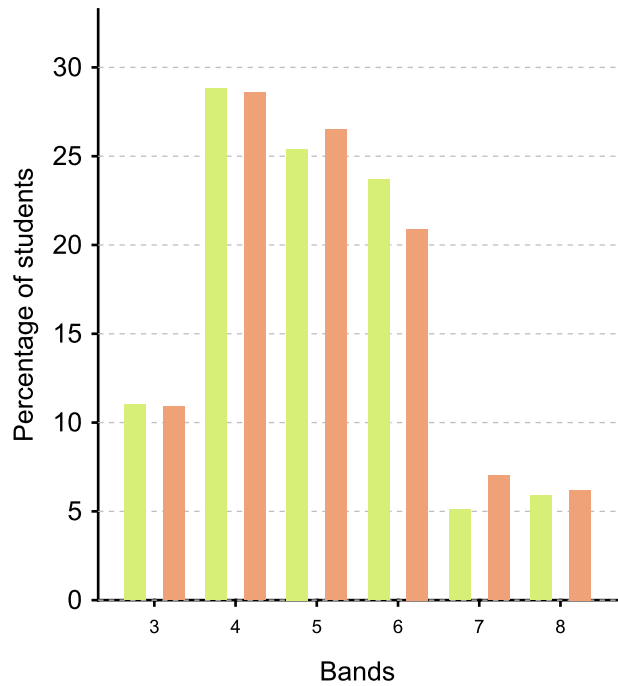
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	3.9	7.8	24.5	15.7	35.3	12.8
School avg 2015-2017	1.6	5.3	17.6	25.6	38.2	11.7

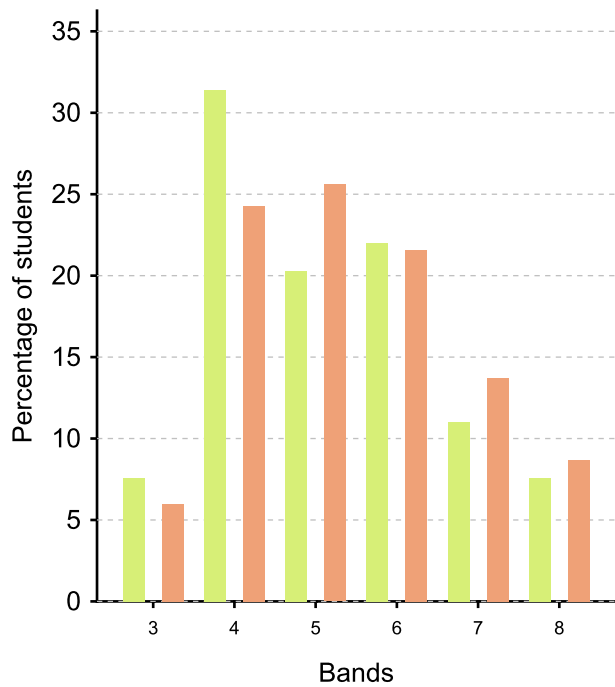
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	11.0	28.8	25.4	23.7	5.1	5.9
School avg 2015-2017	10.9	28.6	26.5	20.9	7.0	6.2

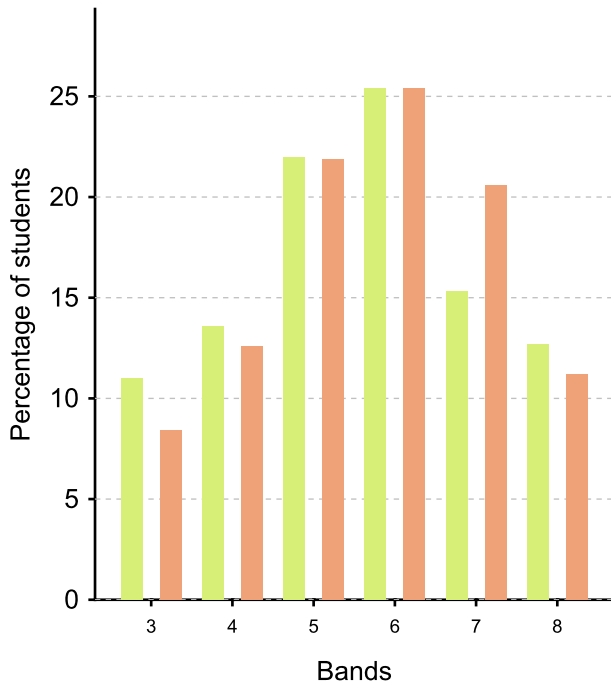
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017



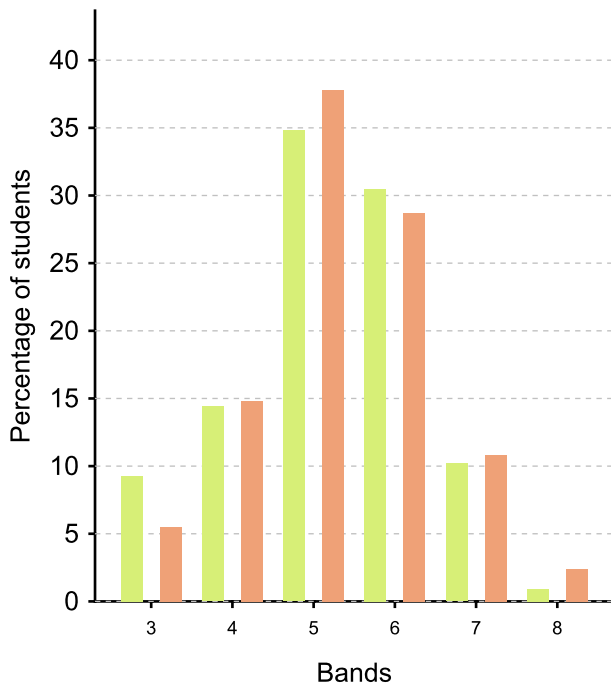
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	11.0	13.6	22.0	25.4	15.3	12.7
School avg 2015-2017	8.4	12.6	21.9	25.4	20.6	11.2

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

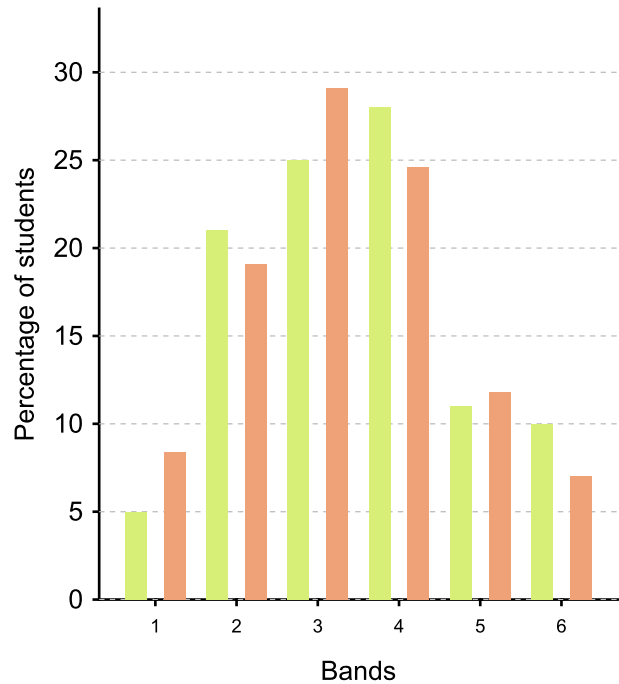
Band	3	4	5	6	7	8
Percentage of students	9.3	14.4	34.8	30.5	10.2	0.9
School avg 2015-2017	5.5	14.8	37.8	28.7	10.8	2.4

In year 3, 21% of students achieved in the top two bands for numeracy.

In year 5, 19% of students achieved in the top two bands for numeracy.

In year 5 the average growth in numeracy between year 3 to year 5 has been the highest since 2011.

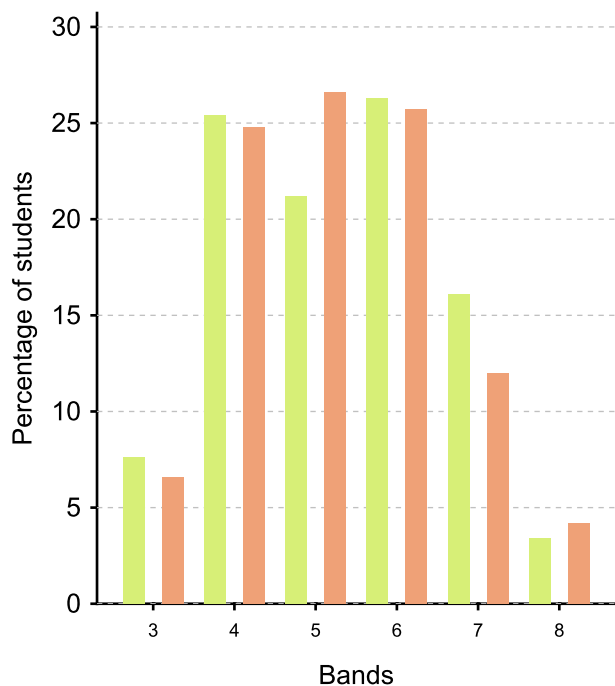
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	5.0	21.0	25.0	28.0	11.0	10.0
School avg 2015-2017	8.4	19.1	29.1	24.6	11.8	7.0

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	7.6	25.4	21.2	26.3	16.1	3.4
School avg 2015-2017	6.6	24.8	26.6	25.7	12.0	4.2



## Parent/caregiver, student, teacher satisfaction

### Student survey – Student Outcomes and School Climate

99% of students surveyed strongly believe that schooling is useful in their everyday life and will have a strong bearing on their future. This is compared to the state norm of 96%.

93% of students surveyed say they try hard to succeed in their learning. This is compared to the state norm of 88%.

89% of students surveyed believe important concepts are taught well, class time is used effectively and homework and evaluations support class objectives. This is compared to the state norm of 82%.

89% of students surveyed believe that classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. This is compared to the state norm of 82%.

89% of students surveyed believe that teachers at Fairfield West Public School are responsive to their needs, encourage independence with a democratic approach. This is compared to the state norm of 84%.

91% of students surveyed believe that staff at Fairfield West Public School emphasise academic skills and hold high expectations for all students to succeed. This is compared to the state norm of 87%.

### Parent Survey – Partners in Learning

97% of parents and caregivers surveyed believe that Fairfield West Public School has a commitment to strong community partnerships. The programs and activities at FWPS encourage this.

95% of parents and caregivers surveyed believe that Fairfield West Public School offers a safe and welcoming environment for all members of my family.

98% of parents and caregivers surveyed believe that Fairfield West Public School successfully caters for all areas of my child's wellbeing by providing appropriate programs, such as Breakfast club, Public speaking competitions and Sport programs.

95% of parents and caregivers surveyed believe that Fairfield West Public School provides adequate information about school programs, events and student activities in the form of notes, newsletters, skoolbag app alerts, twitter updates and the school website.

### Staff Survey – Focus on Learning

92% of teachers surveyed say they set high expectations for all students.

90% of teachers surveyed said they use results from formal assessments to inform my lesson planning.

93% of teachers surveyed said they establish clear expectations for classroom behaviour.

90% of teachers surveyed said that their students are very clear about what they are expected to learn.

82% of teachers surveyed said that they work with others in developing cross-curricular or common learning opportunities.



## Policy requirements

### Aboriginal education

FWPS has 8 students who have been recognised as being of Aboriginal or Torres Strait Islander descent.

#### Term 1

- Personalised Learning Pathways (PLP) for our Aboriginal students revised and updated and placed onto Sentral.
- Teachers with Aboriginal students released from class to meet with parents, students and our Aboriginal school liaison officer, to formulate the PLP for their students.
- The 8 Aboriginal Ways of Learning was used to create mathematics lessons in Lesson Study professional learning sessions. These were taught during Stage 3 class walk-throughs during Instructional Rounds with our Community of Schools.

#### Term 2

- National Sorry Day was acknowledged and Sorry Day was discussed in classes. After class discussions, students met in buddy classes in the weeks before to create decorated banners for Sorry Day. The banners were displayed in the Kindergarten area and acknowledged in our K–6 morning assembly.
- An Assistant Principal and Deputy Principal attended the Stronger Smarter professional learning program and discovered ideas and strategies, which

were used in Stage meetings, planning and for increased student engagement.

• Our Aboriginal flag is always raised with our Australian flag and was recognised on Sorry Day and Reconciliation Week.

• Information posters were positioned along the way at which the teachers were able to use to explain the significance of what we were doing and why.

• Parents were also invited to participate and it was advertised on our school website and newsletter.

• Teachers attended Fairfield Local AECG General Meeting and AGM to follow.

• Aboriginal students in each grade were asked to read the Welcome to Country at K–6 assemblies and during Book Week Aboriginal students were asked to lead assemblies.

#### Term 3

• Naidoc Week occurred in the holidays this term, however Aboriginal school holiday activities in the community were announced in assembly, the school newsletter and advertised with posters around the school.

• A class set of new Aboriginal musical instruments were bought to support the music curriculum. Students in K–2 used these with class teachers to produce a range of music and dances in CAPA lessons.

• Year 5 students produced artworks which were used to tell the story of the value of education and respect of fellow students on palm leaves, for display in the FWPS School office area.

#### Term 4

• This year's Showcase commenced with an item acknowledging the Aboriginal story of The Emu in the Sky and showcased aboriginal ideas through contemporary dance.

• A 30 piece Aboriginal painting, designed and created by a group of Year 5 students, representing Welcome to Country, was exhibited at the school's art show.

• Teachers will be released to complete their PLPs for their respective Aboriginal Students. The data from the PLPs will be collated to drive future individual goals.

• Aboriginal students in Year 6 will receive free backpacks, stationery and school equipment supplied by Kari. These backpacks enable students to be school ready for high school in 2018.

• Students were offered the chance to take part in the Koori Art Expressions Exhibition. A visual arts program, which is open to all students Kindergarten to Year 12. Ongoing throughout 2017

• The Aboriginal flag is raised every school day.

- Acknowledgement of Country takes place at every assembly.
- The school is proud of its ongoing development of an Aboriginal garden by our teachers and students.

### 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 and Assyrian. Community languages are taught on a Tuesday, Wednesday and Thursday. All year 1 to year 6 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 New Arrival program (NAP) in 2017. This program targeted refugee students with little or no English and provided them with intensive English language skills and numeracy skills.

As an extension to this highly successful program, a Community Cottage was established in Fairfield West Public School this year to host our Community Hub where parents are invited to attend workshops, mingle with one another and gain a sense of belonging.

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 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. Fairfield West Public School has several trained Anti-Racism Contact Officers who deal with any complaints relating to racism in a timely and efficient manner.

### Other school programs

#### Kindergarten

Kindergarten students engaged in many varied and exciting learning opportunities throughout the year.

For many, it was their first experience at detaching from the family unit and it was wonderful to observe them

becoming increasingly independent as the year progressed.

Students enthusiastically participated in the many activities offered by the school such as Clubs, Science and Maths Fun Days, Education Week Celebrations, Showcase, discos and their very first school excursion to Calmsley Hill Farm.

The Language Learning and Literacy (L3) program, encouraged students to become self-regulated learners and provided most of them with the necessary skills to become confident readers and writers.

Targeted Early Numeracy (TEN), allowed students to learn mathematics through entertaining hands on activities and made learning so much fun.

2017 was a busy year for both students and staff. Children grew in confidence, learnt how to work both independently and collaboratively and learnt how to form positive relationships with peers and teachers alike.

#### Stage 1

The L3 literacy program was successfully implemented across the stage. As part of this program students have utilised self-regulation and worked independently to complete learning centres. Teachers facilitated differentiated guided reading and writing groups targeting specific learning goals. Students attended the Riverside Theatre to watch Prehistoric Aquarium, providing students with an opportunity to watch a live performance. They were provided with an opportunity to develop public speaking skills through composing and delivering a speech in front of their peer group.

Classes implemented the TEN program to support numeracy development through engaging hands on learning experiences. Students developed understanding in mathematics through inquiry, utilising problem-solving skills and explaining mathematical situations to verify their answers.

In Geography, students described the natural features of different places, including the weather and seasons, and recognised that places exist across a range of scales. Students investigated how places are managed and cared for and discussed the connections people have to different places. In History, students identified change and continuity in family and daily life using appropriate historical terms. Students described the effects of changing technology on people's lives over time.

Students enjoyed the opportunity to participate in Science Fun Day where they engaged in multiple science experiments to hypothesise and develop an understanding of scientific phenomenon. Students participated in sport and a range of physical activities to develop sportsmanship and sport specific skills. Students engaged in a range of lessons developing skills and knowledge within the art forms of music, drama, dance and visual arts.

#### Stage 2

Students had an action packed and exciting year of fun, learning experiences. Students studied the History topic, 'First Contacts' and explored Australia's original inhabitants and the British colonisation of Australia. This was supported with an excursion to The Rocks in the city where students were able to experience role playing characters from the past. This was the definite highlight event of the year for all students. In Geography, students investigated the geographical characteristics of Australia and explored the similarities and differences between Australia's neighbouring countries.

Students thoroughly enjoyed opportunities to participate in hands-on learning. Creating artworks for the art exhibition; playing instruments; and singing via Music lessons and completing science experiments, such as magnetism and making slime, were just some of the ways in which the teachers tried to instill a love of learning for students.

Public Speaking in Stage 2 deemed to be successful as we had one student progress through to regionals and state competitions with a highly inclusive Multicultural speech.

Sport was definitely a new experience for our year 3 students, as it was the first time they experienced PSSA team sport competitions against other schools. Year 4 students had the opportunity to consolidate their skills and sporting techniques. Students were extremely successful and displayed great sportsmanship throughout the year.

It was evident that this year indeed encompassed wonderful opportunities and events for our students to actively engage in their learning. Teachers were in awe of their fabulous students and proud of their achievements in all curriculum areas.

### **Stage 3**

Stage 3 studied Rainforests in term 1 and had a great time exploring and learning about the native flora and fauna of various rainforests and the fragile ecosystem that they all dwell in. In term 2, students studied Antarctica and participated in an incursion with Chris Olsen who shared his experiences of his trips to Antarctica.

A Stage 3 camp to the Goldfields was chosen to link to History learning and the staff and students thoroughly enjoyed it. In addition to the term 3 camp to Bathurst, the stage 3 non-campers were involved in an re-enactment of life on the goldfields and other wonderful activities at school.

The middle schooling program is one which we are proud of at Fairfield West Public School and this year was no exception. The year 6 students studied, Visual Arts, Mathematics, English, PDHPE and Geography over a course of 7 weeks. This experience allowed the students to develop organisational skills, consolidate and build new friendships and exposed them to various teaching styles within each day – replicating a typical day in high school.

2017 proved to be a very hardworking yet fun year for both students and staff.

### **Support Unit**

The support unit has completed a productive and fun-filled 2017. The students have enjoyed using new iPads and other resources to promote their learning. During recess and lunch the students played in some engaging new garden areas, which are located next to the support unit playground. Classes took part in gardening programmes, where the students looked after the gardens and learnt about plants and their cycle of growth. During the month of April the school community acknowledged autism awareness day, the whole school wore blue clothes and took part in lessons to help them learn more about autism. The students attended various excursions throughout the year to support their learning in class. At the end of the year the whole support unit attended a social skills excursion. This was a wonderful way for the students to practise all the skills they had been learning throughout the year.

### **Sport**

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

– Jnr Rugby League, Snr Rugby League, Year 6 Netball were Winter PSSA Premiers.

– Snr Boys Cricket, Snr Boys Softball, Snr Girls Softball, Snr Girls League Tag were Summer PSSA Premiers.

– Year 4 Netball and Snr Boys League Tag were Runners-Up.

– Jnr Boys T-Ball and Open Girls Football made the Semi-finals of their respective competitions.

\* The school was named Horsley Zone PSSA Rugby League, T-Ball / Softball and Joint League Tag Champions in 2017.

\* FWPS were runners-up in the Horsley Zone Overall Champion School competition for Summer PSSA and finished 7th overall in the Winter PSSA competition.

\* Tara-Jade Ottmann, Jake McNamara and Charlie Kien had great success at the Horsley Zone Swimming carnival and as a result made it to the Sydney South West Championships. Tara-Jade competed in the 11 years Backstroke, Butterfly and Freestyle events. Jake competed in the 9 yrs boys Freestyle event while Charlie made it in Junior Butterfly.

\* FWPS placed 8th at the Horsley Zone Swimming Carnival.

\* Will McNamara and Jaylen Skelton represented the school and the Horsley Zone at the Opens Sydney South West Championships in Rugby League while Lee-Jay Skelton, Phoenix Ekueti, Isaiah Mkhatywa and William Cluff represented Horsley at the 11 Years



\* Tara–Jade Ottmann, Pauline Suli–Ruka, Lakeisha Kalo–Kalo, Leah Koborsi, Olivia Afualo, Kayla Richards and Yasmin Li earned selection in the Horsley Zone Touch team and SSW Conveners team that competed at the Sydney South West Girls Touch Football Championships. The Horsley Zone team was defeated in the Grand Final.

\* Tara–Jade Ottmann and Lakeisha Kalo Kalo were selected to represent the Sydney South West Touch team at the NSW State Championships in Wagga Wagga.

\* Will McNamara, George Koborsi and Isaiah Mkhatywa earned selection in the Horsley Zone Boys Touch team that competed at the Sydney South West Boys Touch Football Championships.

\* Cody Din, William Cluff, Ali Oun and Jaylen Skelton represented the school and the Horsley Zone at the Sydney South West Boys Softball Championships.

\* Stefani Beyer, Tamia Angus, Aralio Ioane and Emily Silveira represented the school and the Horsley Zone at the Sydney South West Girls Softball Championships.

\* Stefani Beyer, Aleynah Essa and Samantha Pauja represented the school and the Horsley Zone at the Sydney South West Girls Soccer Championships.

\* Mohamad Rizvi represented the Horsley Zone at the Sydney South West Hockey Carnival.

\* Chloe Pamaka represented the school and the Horsley Zone at the Sydney South West Girls Basketball Championships.

\* Lakeisha Kalo Kalo, Tara–Jade Ottmann, Leah Koborsi, Kayla Richards and Olivia Afualo represented the school and the Horsley Zone at the Sydney South West Girls Netball Championships.

\* Lakeisha Kalo Kalo was selected to represent the Sydney South West Netball team at the NSW State Championships in Tamworth.

\* The school had 6 students who earned representation in the Horsley Zone team that competed at the Sydney South West Cross Country Championships– Angelina Nachar (9 years), Pharrell Ibini–Isei (9 years), Jozef Cluff (9 years), Tara–Jade Ottmann (11 years), Yasmin Li (12 years) and Lakeisha Kalo Kalo (12 years).

\* FWPS finished in 5th position at the Horsley Zone Cross Country carnival.

\* The school had 15 students who earned selection in the Horsley Zone team that competed at the Sydney South West Athletics Championships. Tara–Jade Ottmann (11 yrs Long Jump, Discus, High Jump, Snr Relay), Pauline Suli–Ruka (11 yrs 200m, Snr Relay), William Cluff (11 yrs Shot Put, 11 yrs Discus), Pharrell Ibini–Isei (9 yrs 100m, 9 yrs 200m, Jnr Relay), Jozef Cluff (Jnr 200m, Jnr Discus, Jnr Shot Put, Jnr Relay), Lakeisha Kalo Kalo (12 yrs 100m, Snr 200m, Snr Relay), Leah Koborsi (Snr Shot Put, Snr Relay), Kayla

Richards (Snr Relay), Holly Haack (11 yrs Discus), Ilaisaane Vunipola (9 yrs 100m, Jnr Relay) Sarah Lie (Jnr Relay), Isaiah Mkhytawa (Jnr Relay) and Jesse Aiono (Jnr Relay), Leilani Tuitupou (Jnr Relay) and Jessica Pal (Jnr Relay).

\* FWPS won the Horsley Zone Athletics Carnival in 2017.

\* Jozef Cluff was named Horsley Zone Junior Boys Athletics Champion.

\* Tara–Jade Ottmann was named Joint Horsley Zone 11 yrs girls Athletics Champion.

\* The school had seven students who made the Sydney South West to compete at the NSW State PSSA Athletics Championships. Tara–Jade Ottmann made the State Carnival in the High Jump event, William Cluff went to State for Discus, Jozef Cluff went for Discus and Shot Put while Ilaisaane Vunipola made State in the 9 years 100m event. The Senior Girls Relay team, made up of Tara–Jade Ottmann, Pauline Suli–Ruka, Kayla Richards and Lakeisha Kalo Kalo made it to State as well.

\* Jozef Cluff did exceptionally well at the NSW PSSA State Athletics Carnival finishing 2nd in the Jnr Boys Discus event and 3rd in the Junior Boys Shot Put event.

Three students in particular achieved outstanding sporting success across many areas in 2017. Their achievements are outlined below:

Tara–Jade competed in many different sporting events in 2017. She represented Fairfield West Public School by playing in the PSSA Senior Girls Netball and Senior Girls League Tag teams who were both undefeated 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 our school at various Horsley Zone carnivals but went on further to represent the Horsley Zone at the Sydney South West Swimming (Backstroke, Butterfly, Freestyle), Cross Country, Netball, Touch Football and Athletics Carnivals. She was awarded the Joint Horsley Zone 11 years Girls Athletics Medallion for 2017, placing in the top 3 in the High Jump, Long Jump, Shot Put and Discus events, at the Horsley Zone Carnival.

Tara–Jade was chosen to represent the Sydney South West region in Touch football for the second year in a row and also competed, for the second year in a row, at the NSW PSSA State Athletics carnival. Tara–Jade placed 24th in NSW in High Jump and was also a member of the senior girls relay team that finished 29th in the State.

Lakeisha represented Fairfield West Public School by playing in the PSSA Senior Girls Netball and Senior Girls League Tag teams who were both undefeated 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 Lakeisha represent our school at various Horsley Zone carnivals but she went on further to represent the Horsley Zone at the Sydney South West Cross Country, Touch Football, Netball and Athletics Carnivals.

Lakeisha was chosen to represent the Sydney South West region in Touch football and Netball, and also represented SSW at the NSW PSSA State Athletics carnival as a member of the senior girls relay team, who finished 29th in the State. In making 3 Sydney South West teams in 2017, Lakeisha was also recognised with a SSW Certificate of Achievement.

William Cluff was a member of numerous sporting teams in 2017. He began the year by representing Fairfield West Public School in the PSSA Senior Boys Cricket team, which won the Grand Final and also played in the Senior Rugby League team, which was named Premiers. He was also part of the Senior Boys AFL team that played at the Horsley Zone Gala Day tournament and participated in the school Milo Cup cricket team.

William represented Fairfield West Public School in many Horsley Zone Carnivals including Cross Country and Athletics.

William 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 also represented the Horsley Zone at the SSW Softball carnival.

William's biggest achievement was representing the SSW Athletics team at the NSW PSSA State Athletics Championships. He came 3rd in Discus at the SSW carnival and placed 22nd in NSW at the State carnival.