

# Fairfield West Public School

## Annual Report



2018



1896

## Introduction

The Annual Report for **2018** 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.

Genelle Goldfinch – Principal

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### Message from the Principal

It is with pride that I present Fairfield West Public School's 2018 achievements. It was an exciting year of academic successes and sporting excellence for individual students and teams. Quality and explicit teaching continued in 2018 as a focus, to ensure consistent and measurable growth in both literacy and numeracy. Student enrolment continued to grow with 39 classes established.

2018 was a year where Language Learning and Literacy (L3) interventions strengthened and guided practices in early stage 1 and stage 1 targeting rich literacy experiences through systemic and explicit teaching. The Vocabulary Action Research Project was also implemented to a Pilot Group of classes in stage 2 and stage 3, resulting in strong language development both orally and in writing. An array of enrichment opportunities including: Clubs; the Art Exhibition; Art Express; mathematical problem solving; the Mind Marathon Competition; Public Speaking Competitions; Debating Competitions; Spelling Bee and a variety of sporting opportunities, were provided.

The Community Hub at Fairfield West Public School was in the second year of operation and continues to provide opportunities for parents in our learning community. Early in 2018 the NSW Minister for Multiculturalism the Honourable Ray Williams utilised our Community Hub for launching Community Hubs NSW, as the physical space provided was considered of outstanding quality.

On reflection of 2018, I commend and appreciate the dedicated, hardworking and professional; teaching, executive, administration and support staff who are assisted by our parent volunteers. Strong and collaborative partnerships in learning underpin a great school. Our students are very fortunate to be part of such an amazing school community. Thank you to all, Fairfield West Public School is a great place to be.

Details of several highlights of the year are included in this report. I trust that you will continue to enjoy being part of the Fairfield West Learning Community. I thank those who contributed information to this report and to the students, staff and parents who responded to surveys and gave verbal feedback.

Genelle Goldfinch

## School background

### School vision statement

Fairfield West Public School values each learner as an individual by providing meaningful experiences to meet unique needs, while fostering confidence, resilience and compassion through creating an environment that engages and supports the wider community on a collaborative, future focused learning journey.

### School context

Fairfield West Public School was established in 1925 and is located in the Fairfield Principal Network. In 2018 the student population is over 750 with a culture 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. 30% of class teachers have been teaching five 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 seven class Support Unit, which caters for students with special needs in an integrated and nurturing environment.

The school offers an extensive sport 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, the learning community of Fairfield West Public School continues to focus on developing its learning culture and improving student wellbeing, while developing a culture of high expectations. The school continues to excel in Learning Culture and Wellbeing. The Information and Attendance Project ensures that teachers, parents and the community work together to support consistent and systematic processes that ensure that student absences do not impact on learning outcomes. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

In the domain of Teaching, Fairfield West Public School continues to promote collaborative practice within the school and across the Community of Schools. Fairfield West Public School continues to excel in the area of Professional Standards and Learning and Development. Teacher performance is measured against the Australian Professional Standards, and teacher capacities are continually built to ensure every student experiences high quality teaching. Teaching staff from Fairfield West Public School demonstrate and share their expertise within the school and with other schools, while trialling innovative practices and putting processes in place to evaluate, refine and measure success.

In the domain of Leading, the school priority has been ensuring all student learning provided is differentiated and innovative. School resources is an area in which Fairfield West Public School excels, with employment of extra teaching and non-teaching staff to make best use of available expertise to meet the needs of students. In 2018, there were six extra teachers employed above allocation to meet specific student needs and establish additional classes. The employment of two Community Liaison Officers working three days a week, the equivalent of four School Learning

Support Officers, one extra School Administration Officer and an additional General Assistant.

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

MAKE learning relevant.

### Purpose

Make lifelong learners by providing experiences that inform and empower.

### Overall summary of progress

**Students:** Personalised learning goals were developed with students after teachers utilised The National Literacy and Numeracy Learning progressions.

**Staff:** Teachers engaged in professional learning in literacy and numeracy, the focus being on formative assessment and the National Literacy and Numeracy Learning Progressions, resulting in, the explicit teaching of literacy and numeracy to all students at all levels.

**Parents and Carers:** Workshops in Numeracy and Literacy were presented however, a limited number of people were in attendance. This has led to consideration of how to best engage our parents and carers to support their child/ren's learning at home.

**Leaders:** Leaders engaged in a wide variety of professional learning to support evaluative practices, to sustain a culture of effective, evidence based teaching and ongoing improvement; so that every student makes measurable learning progress and gaps in student learning decrease.

**Community Partners:** During 2018 staff from Fairfield West Public School continued to collaborate with staff in other schools to share and embed exemplary practice through; participating in Instructional Rounds with SHiFFT Community of Schools; the Fairfield PPA; Language Learning and Literacy – with Fairfield Community of Schools; Inspire Innovate Conference; Vocabulary Action Research Project and shared SHiFFT School Development Days.

**School Administration Staff:** Administration staff have engaged in several professional learning opportunities to support the implementation of the Learning Management and Business Reform. Staff have also received professional learning in Systems, Applications and Products in Data Processing in Human Resources. All staff continue to develop skills in this area.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students achieve or exceed grade expectations in literacy as evident in PLAN 2 and NAPLAN data.	\$2,000.00 for professional learning in the area of formative assessment.	100% of K–2 teachers are using PLAN 2 in literacy.  92.8% of students in year 3 achieved or exceeded national minimum standards in NAPLAN in literacy.  89.1% of students in year 5 achieved or exceeded national minimum standards in NAPLAN in literacy.
Increased number of students achieve or exceed grade expectations in numeracy as evident in PLAN 2 and NAPLAN data.		100% of K–2 teachers are using PLAN 2 in numeracy.  92.9% of students in year 3 achieved or exceeded national minimum standards in NAPLAN in numeracy.  91.4% of students in year 5 achieved or exceeded national minimum standards in NAPLAN in numeracy.
Increased range of professional learning for staff to accommodate individual Performance and Development Plan goals.	\$79,000.00 for professional learning.  Built 0.1 into FTE.	100% of staff participated in professional learning through Community of Schools network, focused on the explicit teaching of literacy and numeracy.  100% of K–2 teachers engaged in Learning,

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased range of professional learning for staff to accommodate individual Performance and Development Plan goals.		Language and Literacy professional learning.  100% of K–2 teachers and SLSOs engaged in differentiated professional learning provided by two instructional leaders through EAfS.  45 staff members completed mathematics building blocks for numeracy.  100% of teaching staff engage in pedagogical readings, (provided by Specialist School consultant–Bruno Zuliani), on a variety of evidenced based research informing best practice and contemporary educational issues, were distributed and discussed regularly by all staff.
Increased number of parents and/or carers attending workshops or meetings to support student learning.	\$600.00 for resource packs.	Two literacy workshops and one numeracy workshop were offered to parents/caregivers with minimal attendance.

## Next Steps

Students continue to develop personalised learning goals with teachers, which will support their growth in literacy and numeracy skills.

Staff continue to engage in Professional Learning to deepen their understanding of how to explicitly teach literacy and numeracy to all students. Three major professional learning projects will be undertaken in the areas of: Gifted and Talented identification and differentiation, EALD–Improving Vocabulary Instruction and Autism—an online course.

Participation in Quality Teaching Rounds in partnership with the University of Newcastle.

Parents and carers will be provided with Workshops that will be delivered through School Website and resources will also be provided upon request.

Leaders will provide opportunities for staff to engage with evaluative practices.

Community Partners will look at new ways to best meet the needs of staff and students.

School Administration Staff will continue to engage in Professional Learning to support changes in administrative programs, processes and procedures.

SLSOs will continue to attend professional learning to inform best practice.



## Strategic Direction 2

CREATE sustainable wellbeing.

### Purpose

Create opportunities for individuals to be happy and achieve their personal best.

### Overall summary of progress

**Students:** Through the collection of data it is evident that student attendance has improved indicating that students are happy to attend school, which was further supported by student survey responses. Students are also provided with breakfast at Breakfast Club on a daily basis if they wish, allowing every student to be nourished before the start of the school day.

**Staff attendance:** Strong staff attendance has indicated a strong commitment to the profession and a school culture which is positive, indicating strong staff wellbeing. Team building activities provided throughout 2018 have strengthened interactions between various staff members and built professional resilience.

**Parents and Carers:** Data shows that parents and carers have engaged more regularly with the school to provide updated information although, this has mostly been through school initiation. Enrolment forms devised through the Information and Attendance Project have strengthened home-school links.

**Leaders:** Extra curricular activities have been streamlined by leaders into a more manageable timeframe, allowing all staff to work within a supported system.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase attendance of children at risk, including partial absences.		The average attendance of students from K-6 was 94.30% in 2018 which is up from 93.70% in 2017. This is 9% above the state average of 93.40%.
Increase the amount of relevant student information recorded and utilised at enrolment and throughout student retention at Fairfield West Public School.		Introduction of the Fairfield West Public School point of entry Enrolment Information form for refugee students and incoming Kindergarten students. Impact still to be determined.  Frequently parents cannot be contacted, hence, regular reminders are included in the school newsletter, about updating any changes to student details.
Survey data reflects an increase in positive feedback about wellbeing across the school learning community.	\$8,000.00	84% of students surveyed at Fairfield West Public School show a sense of high expectations and high belonging, being 8% above the 76% average across the state.  93% of students surveyed at Fairfield West Public School show a sense of high advocacy and high expectations, being 8% above the 85% average across the state.  85% of parents surveyed state that their child enjoys going to school.  95 breakfast are provided daily at breakfast club.  Parents and caregivers were offered opportunities to be involved in celebrations of special days such as Mother's/Father's/Grandparent's Day. During these events 129 female family members attended



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey data reflects an increase in positive feedback about wellbeing across the school learning community.		Mother's Day, 64 male family members attended the Father's Day event and 70 family members attended Grandparent's Day activities.

## Next Steps

**Students:** Continue to ensure that students feel known, valued and cared for by continuing to monitor student attendance and support student wellbeing through the introduction and implementation of the Wellbeing Journal K–6.

**Staff:** Executive will engage in professional learning on Youth Mental Health First Aid provided by Beyond Limits Learning Clinic, to identify at risk individuals and ways to effectively manage and support them. All staff, including the Director Educational Leadership, will engage in the Power of Calm an online NESA accredited course to build teacher wellbeing.

**Parents and Carers:** Families will be further encouraged to engage with the school and update information, the Three Way Interviews time will be utilised to check and update information.

**Leaders:** School Leaders will continue to streamline the timetable and extra curricular activities into a more manageable timeframe, allowing all staff to work within a supported system.



### Strategic Direction 3

CONNECT with others.

### Purpose

Connect to grow purposeful relationships.

### Overall summary of progress

**Students:** A cross visit project between Fairfield West Public School and Buxton Public School was developed for students to experience and contrast between a country and city school environment and experience different cultures within the education system. Opportunity to Perform saw Fairfield West PS and Smithfield PS come together to showcase in a performing arts concert. Within and across Fairfield West PS students made connections with others through; Wellbeing Clubs, Buddy Classes and PSSA sport. A number of students also connected with others during their two week stay at Stewart House.

**Staff:** Various opportunities were available for staff to engage with a number of colleagues across the Fairfield Principal Network, the broader Regional South Network and across New South Wales Department of Education, in professional learning activities and shared School Development Days, broadening collegial links as evidenced through Twitter.

**Parents and Carers:** The community hub provided a variety of opportunities such as: sewing club; yoga; walking group; First Aid; Certificate IV in Educational Support; Sing and Grow; Carers Week Activity; English classes; information sessions from Fairfield Hospital Services and a visit by the Salvation Army – to explain support services in the area. Parents also engaged in two excursions to the Powerhouse Museum.

The school provided opportunities through the Beginning School Well Program for incoming Refugee families to feel connected and supported by the school.

Parents also connected through volunteering to work together to provide breakfast at Breakfast Club for two days a week.

**Leaders:** Collaboration across schools by leaders in organising; School Development Days; ongoing Professional Learning with Fairfield PPA Literacy Network; Instructional Leaders meetings; Instructional Rounds and Primary Principal Association meetings, led to a sense of connection to others in the system.

**Community Partners:** Many community partner alliances were established, providing staff, students and families with support. Various social, emotional, academic and physical educational programs were delivered. These include: Sparks Circus Program; Spark Creating Chances; Westfield Sports HS students in sports and dance coaching; Mary McKillop High School supporting early childhood education; NSW Health; Fairfield Hospital; Youth Community Greening initiative; BCA National Training Group – for parents; Tasman Parade Pre-school and Smith Family.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of parent/carers attending and leading school-based initiatives.	\$4,000.00	Five parents ran breakfast club two out of the five days a week it was implemented.  Four parents have started a parent group to offer support with community involvement.
Increased number of opportunities for students and teachers to connect within and across schools.	\$15,500.00	Staff participated in Instructional Rounds through the Community of Schools network.  100% of staff participated in two School Development days with the Community of Schools network.  Students have varied opportunities to connect across schools via debating; sporting gala days; PSSA sport; High School Transition programs; country/city school links; shared concerts; sporting

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of opportunities for students and teachers to connect within and across schools.		links with Westfields Sport High School and dance festivals.

## Next Steps

Students will be provided with increased hardware, software and learning to engage more widely across and beyond the school with others, utilising Twitter and Google Classrooms.

Staff will be provided with organised opportunities to engage with Team Building Activities, they will also continue to engage with a number of colleagues across the Fairfield Principal Network, the broader Regional South Network and across New South Wales Department of Education.

Parents and Carers will be given an opportunity to establish a Community Garden within the school, as well as, being provided with different opportunities to engage through the Community Hub and Beginning School Well.

Leaders continue to work collaboratively across schools in organising; School Development Days; ongoing Professional Learning with Fairfield PPA Literacy Network; Instructional Leaders meetings and Primary Principal Association meetings to continuously improve teaching and learning.

Community Partners will continue to be assessed and sourced to provide ongoing opportunity for the Fairfield West PS learning community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>2018 allocation: \$4,683.00 Flexible</p> <p>2018 spent:</p> <p>* \$4,683.00 – on teacher release to develop Personalised Learning Pathways (PLP) and meet with parents/carer to share PLP.</p> <p>* \$9,997.00 – (paid from S–eB) on the employment of an Aboriginal School Learning Support Officer once a week to support the implementation of PLPs.</p>	<p>100% of Aboriginal students have a developed Personalised Learning Pathways (PLPs).</p> <p>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, in consultation with attendees.</p> <p>At the end of 2018, 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 participated in Aboriginal rock painting in early term three to celebrate NAIDOC week, which occurred in the school holiday period.</p>
<b>English language proficiency</b>	<p>2018 allocation: \$445,040.00</p> <p>2018 spent:</p> <p>*\$395,629.00 = 3.8 teachers</p> <p>*\$49,410.00 Flexible = spent on two Community Liaison Officers for 3 days a week.</p> <p>*\$34,544.00 (paid from S–eB) to make up difference of wages.</p>	<p>Two Community Liaison Officers were employed, for three days each to support students in the classroom and their families to connect with others.</p> <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>
<b>Low level adjustment for disability</b>	<p>2018 Allocation: \$329,186.00</p> <p>2018 spent:</p> <p>*\$218,637.00 = 2.1 teachers</p> <p>*\$110,548.00 Flexible = 1 teacher to replace Deputy Principal Support Unit and remainder spent on resources for students with a disability.</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>An additional teacher was employed to release the Deputy Principal Support Unit from class to mentor teachers in classrooms across the Support Unit and to provide support for students with additional emotional and behavioural needs</p> <p>All students with an identified disability have an Individual Education Plan (IEP). Staff employed to facilitate the writing of IEPs and subsequent review meetings in consultation with parents/caregivers.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>2018 Allocation: \$139,824.00</p> <p>2018 spent:</p> <p>*\$139,824.00 = 1.3 teachers– all money spent.</p>	<p>All teachers had the opportunity to observe teachers in their classrooms and demonstrate effective teaching strategies.</p> <p>During team meetings staff monitor student performance data across the school and ensure teachers are focused on areas of</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<p>2018 Allocation: \$139,824.00</p> <p>2018 spent:</p> <p>*\$139,824.00 = 1.3 teachers– all money spent.</p>	<p>need.</p> <p>All staff collaboratively developed units of work and assessment tasks.</p> <p>100% staff received assistance with the Performance and Development Framework and achieved their goals.</p>
<b>Socio–economic background</b>	<p>2018 allocation: \$980,294.00</p> <p>2018 spent:</p> <p>*\$124,936.00 = 1.2 teachers</p> <p>* \$855,359.00 Flexible.</p> <p>– \$44,541.00 added to Aboriginal Background funding.</p> <p>– \$810,818.00 spent:</p> <p>*\$525000.00 = 5 teachers</p> <p>*\$285828.00 = 3 SLSOs plus extras when required.</p>	<p>The employment of five additional teachers and an additional three SLSOs to maximise student engagement through early intervention. Extra SLSOs were employed when new students requiring transition support entered the school.</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>The wellbeing of all students was supported through the opportunity to participate in regular wellbeing clubs of choice such as: cooking; dancing; sewing; jewellery making; gardening and STEM.</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>	<p>2018 allocation: \$108,994.00</p> <p>2018 spent:</p> <p>* \$108,994.00 = 1.2 teachers – all money spent.</p>	<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, enabling them to improve teaching and learning practices.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>2018 allocation: \$50,006.00</p> <p>2018 spent:</p> <p>*\$50,006.00= .5 teacher</p> <p>Plus a staffing allocation through the New Arrivals Program, which changed regularly.</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.</p> <p>Refugee students starting school in 2018 have an increased awareness of schooling in Australia after attending a refugee preschool established in 2016. The Beginning School Well program for refugee children starting school in Kindergarten in 2018 was successfully implemented with 20 families participating.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	367	374	390	405
Girls	345	358	365	364

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. 2018 saw a continued increase in students enrolling in year 1–6 who had never been to school before.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.8	92.7	93.1	92.9
1	93.4	93.1	93.7	93
2	94	93.4	93.6	94.1
3	93.3	93.8	94.3	95
4	93.7	94.2	93.7	94.7
5	95.1	93.9	94.8	94.9
6	95.4	95.1	92.5	95.1
All Years	93.9	93.8	93.7	94.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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. Parents of students with unexplained absences 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
KM	19
KL	19
KT	19
KO	17
KN	14
1_2W	18
1R	23
1K	23
1C	16
1B	20
2T	22
2S	11
2M	21
2C	20
3_4N	20
3S	14
3B	27
3A	26
4J	28
4W	20
4T	25
4M	27
5_6MP	32
5_6E	18
5P	32
5K	30
5CG	30
6B	26
6S	27
6P	24
6H	26

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	4
Classroom Teacher(s)	33.59
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.2
Teacher ESL	3.8
School Administration and Support Staff	11.47
Other Positions	2.8

\*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 to:

–Assist with developing Personal Learning Pathways (PLPs) with Aboriginal students by encouraging parent attendance and participation, following through with the implementation of the plan.

– Ensure all PLPs include a specific focus on bridging the gap in outcomes between Aboriginal and non-Aboriginal students.

### 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	4

### Professional learning and teacher accreditation

All staff regularly participated in both team, whole school and Community of Schools professional learning. Throughout 2018 a total of \$78,917.00 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. Staff were also provided with professional learning opportunities linked to the Literacy and Numeracy Learning Progressions and how to use these to develop differentiated learning experiences for all students. Teams also discussed and reflected upon professional readings on a fortnightly basis. During 2018 a major focus for whole school professional learning, in conjunction with the Community of Schools, was based around examining best practice in order to improve impact on student learning.

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 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, ten 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 2018. 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 ten 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 2018 and assisted them to complete their accreditation, so they could achieve the Proficient level. Four teachers successfully submitted their accreditation documentation to the National Education Standards Authority (NESA). A total of 36 staff members are maintaining their accreditation at the Proficient stage of the Australian Professional Standards for teachers.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,403,719
<b>Revenue</b>	9,293,321
Appropriation	9,095,182
Sale of Goods and Services	4,035
Grants and Contributions	183,012
Gain and Loss	0
Other Revenue	100
Investment Income	10,991
<b>Expenses</b>	-9,112,432
Recurrent Expenses	-9,112,432
Employee Related	-7,722,671
Operating Expenses	-1,389,761
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	180,889
<b>Balance Carried Forward</b>	1,584,608

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.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,707,173
Base Per Capita	155,473
Base Location	0
Other Base	4,551,700
<b>Equity Total</b>	1,759,203
Equity Aboriginal	4,683
Equity Socio economic	980,294
Equity Language	445,040
Equity Disability	329,186
<b>Targeted Total</b>	1,366,763
<b>Other Total</b>	849,417
<b>Grand Total</b>	8,682,556

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.

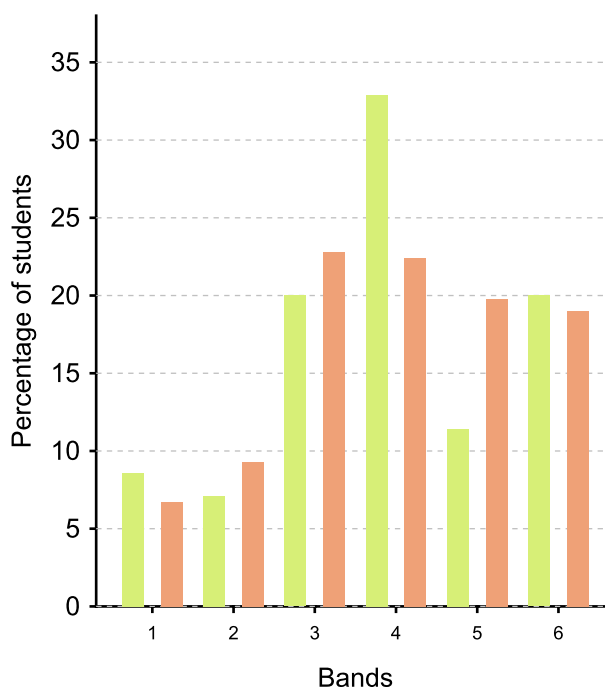
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In year 3, 31.4% of students achieved in the top two bands for grammar and punctuation.

In year 5 the average growth in grammar and punctuation, writing and spelling between year 3 and year 5 is above state average growth.

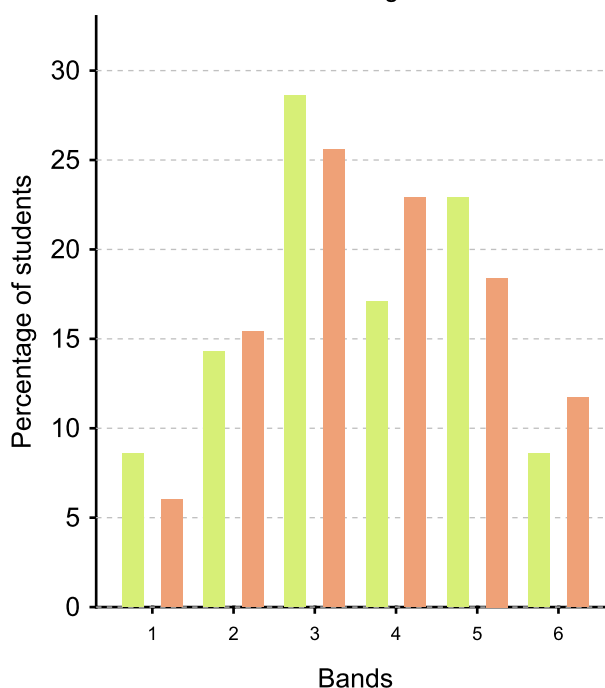
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	8.6	7.1	20.0	32.9	11.4	20.0
School avg 2016-2018	6.7	9.3	22.8	22.4	19.8	19

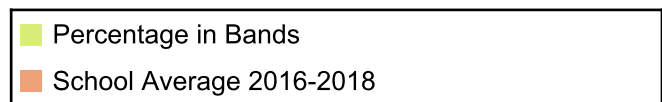
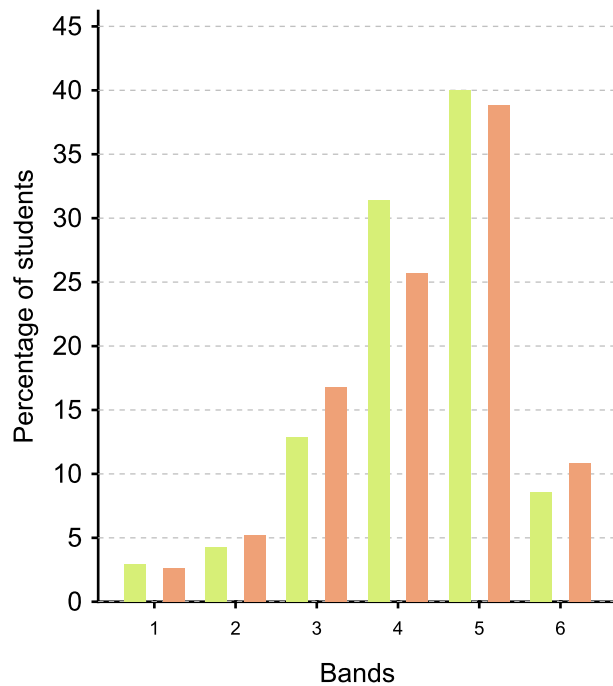
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands
School Average 2016-2018

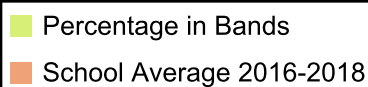
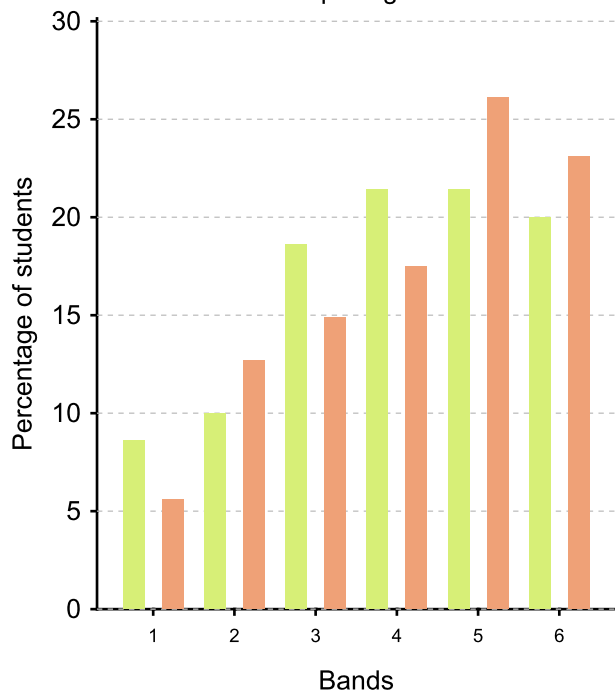
Band	1	2	3	4	5	6
Percentage of students	8.6	14.3	28.6	17.1	22.9	8.6
School avg 2016-2018	6	15.4	25.6	22.9	18.4	11.7

**Percentage in bands:**  
Year 3 Writing



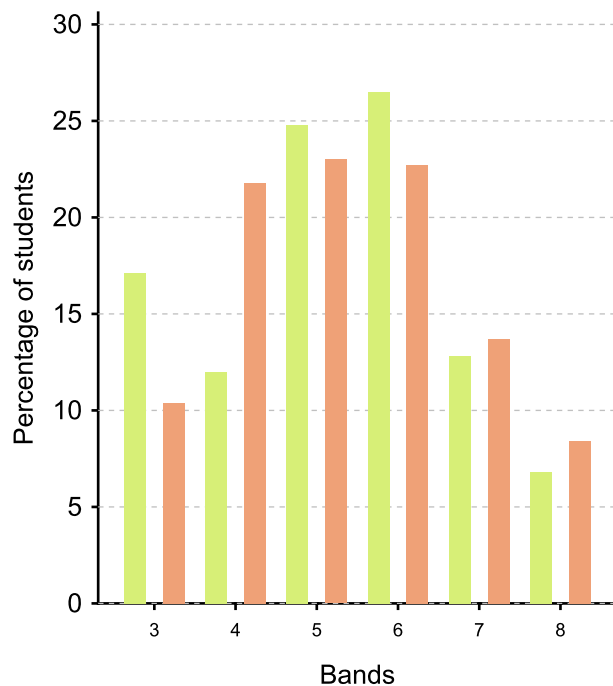
Band	1	2	3	4	5	6
Percentage of students	2.9	4.3	12.9	31.4	40.0	8.6
School avg 2016-2018	2.6	5.2	16.8	25.7	38.8	10.8

**Percentage in bands:**  
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	8.6	10.0	18.6	21.4	21.4	20.0
School avg 2016-2018	5.6	12.7	14.9	17.5	26.1	23.1

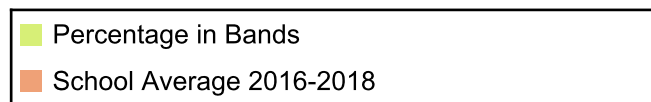
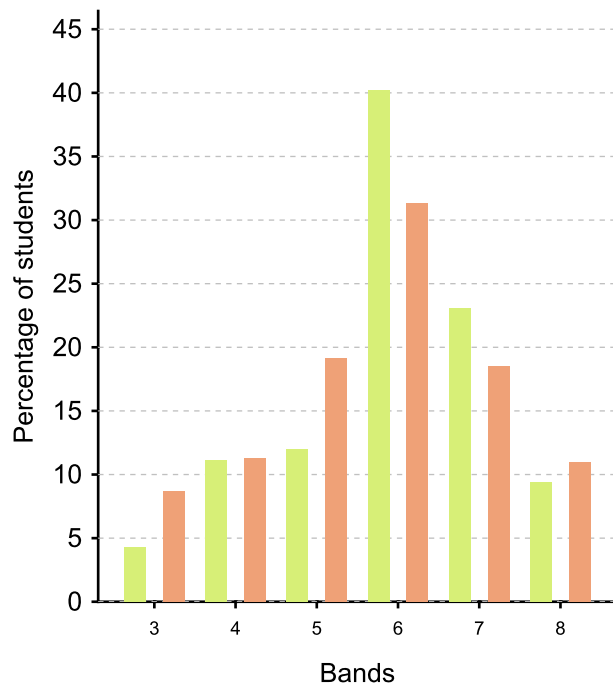
**Percentage in bands:**  
Year 5 Grammar & Punctuation





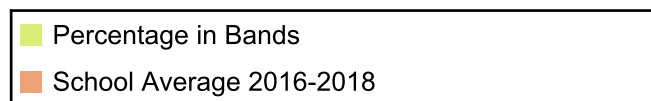
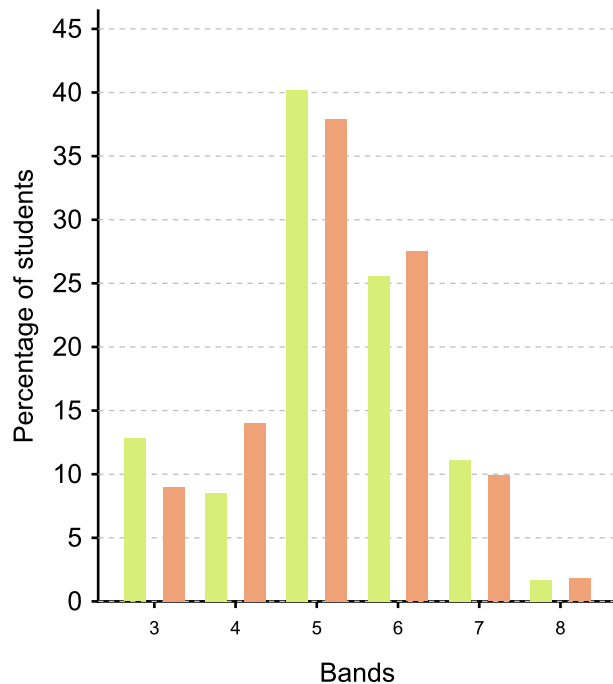
Band	3	4	5	6	7	8
Percentage of students	17.1	12.0	24.8	26.5	12.8	6.8
School avg 2016-2018	10.4	21.8	23	22.7	13.7	8.4

**Percentage in bands:**  
Year 5 Spelling

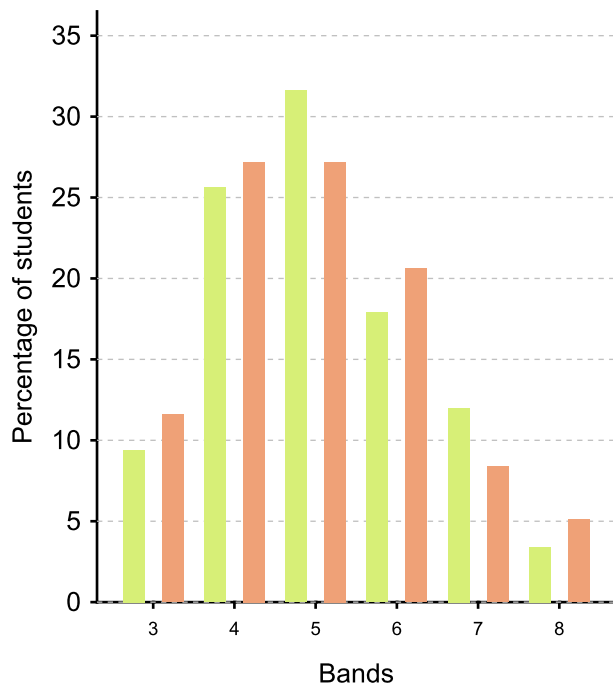


Band	3	4	5	6	7	8
Percentage of students	4.3	11.1	12.0	40.2	23.1	9.4
School avg 2016-2018	8.7	11.3	19.1	31.3	18.5	11

**Percentage in bands:**  
Year 5 Writing



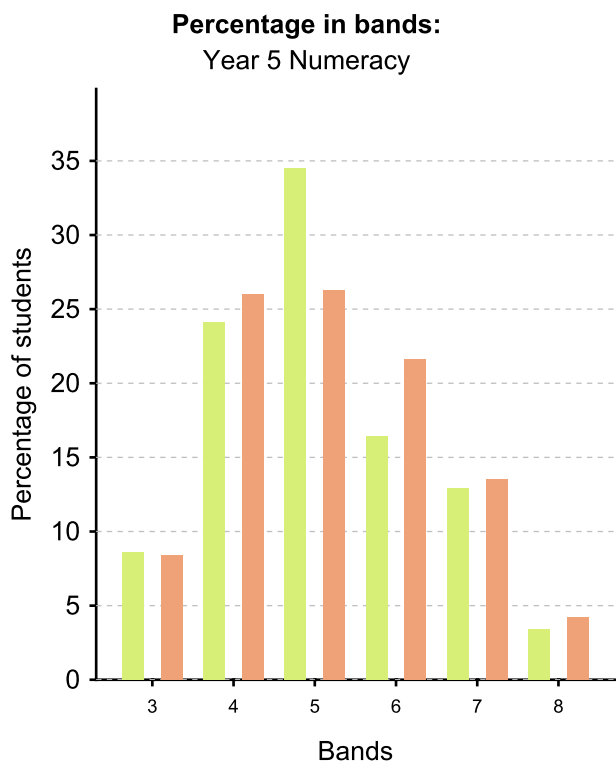
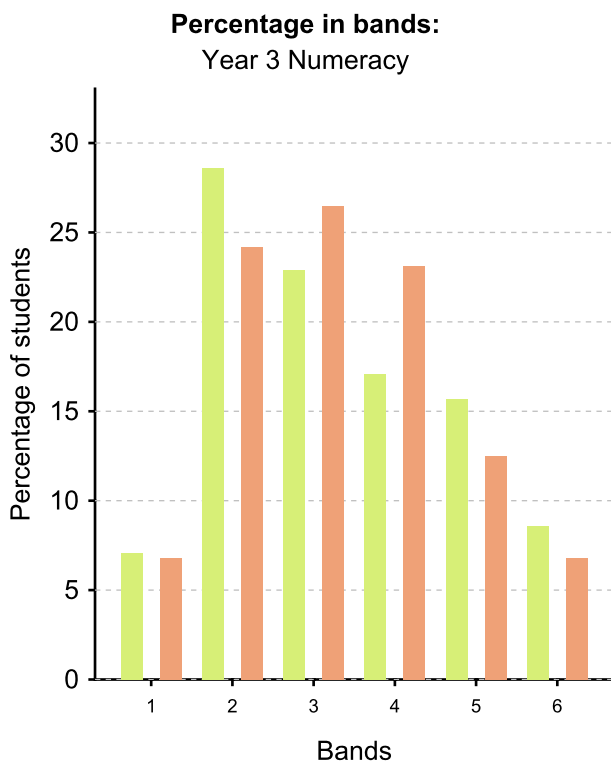
**Percentage in bands:**  
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	9.4	25.6	31.6	17.9	12.0	3.4
School avg 2016-2018	11.6	27.2	27.2	20.6	8.4	5.1

Band	3	4	5	6	7	8
Percentage of students	12.8	8.5	40.2	25.6	11.1	1.7
School avg 2016-2018	9	14	37.9	27.5	9.9	1.8

In year 5 the average growth in numeracy between year 3 and year 5 is above state average growth.



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	8.6	24.1	34.5	16.4	12.9	3.4
School avg 2016-2018	8.4	26	26.3	21.6	13.5	4.2

In year 3, 31.5% of students achieved in the top two bands for reading, which has been the highest result since 2012.

In year 5, 15.4% of students achieved in the top two bands for reading and 12.8% in the top two bands for writing.

In year 3, 24.3% of students achieved in the top two bands for numeracy.

In year 5, 16.3% of students achieved in the top two bands for numeracy.

## Parent/caregiver, student, teacher satisfaction

### Student survey

91% of students surveyed state that they are interested and motivated in their learning compared to 78% in NSW Government schools.

90% of students surveyed feel they have someone at school who consistently provides encouragement and can be turned to for advice compared to 77% in NSW Government schools.

87% of students surveyed feel accepted and valued by

their peers and by others at their school, compared to 81% in NSW Government schools.

## Parent Survey

85% of parents/caregivers surveyed state that their child enjoys coming to Fairfield West Public School.

85% of parents/caregivers surveyed have attended events or activities held at Fairfield West Public School which has allowed them to CONNECT With Others.

50% of parents/caregivers surveyed have attended workshops held at Fairfield West Public School.

91% of parents/caregivers surveyed state that written information from the school is in clear, plain language.

## Teacher survey

100% of staff surveyed believe that the leadership team organises and monitors activities to promote staff and student wellbeing.

91% of staff surveyed state that they use feedback, engaging class activities and set high expectations for students compared to 80% of staff from NSW Government schools.

90% of staff surveyed state that they use data to inform practice compared to 78% of staff from NSW Government schools.

93% of staff surveyed state that they set challenging tasks for students and use effective teaching strategies compared to 79% of staff from NSW Government schools.

## Policy requirements

### Aboriginal education

#### Term 1

\* Personalised Learning Pathways (PLP) for our Aboriginal students have been revised with our Aboriginal School Support Learning Officer – students, classroom teachers as well as parents and caregivers were invited to collaborate. New goals have been established or updated and placed onto the school's Sentral network.

\* The Acknowledgement of Country has been updated to suit formal whole school events. Two out of six identified Aboriginal students from Year 6 had the opportunity to present the Acknowledgement of Country at these events as part of a leadership opportunity before heading off to high school.

\* Four new awards for K–6 Assemblies were created called the 'Value of the Month' Awards. These awards for Care, Excellence, Fairness and Responsibility have an Aboriginal Design to honour the significance of Australian and ATSI shared sense of identity and meaning.

\* A Deputy Principal and Classroom teacher participated in the Stronger Smarter Leadership Course to add to an already existing team, as part of the school's strategic direction.

\* One Aboriginal Education team member attended the Local Fairfield AECG General Meeting, once a term.

\* The Student Representative Council (SRC) team included two members per class. A meeting took place for students to create Indigenous–designed feathers to contribute to gigantic Angel Wings, which were displayed for NAIDOC Week Celebrations.

\* The Aboriginal flag is raised every school day with the Australian flag by student leaders throughout the school year.

#### Term 2

\* National Sorry Day and National Reconciliation Week (27 May to 3 June) were acknowledged at K–6 Morning lines to the FWPS learning community. A massive banner was displayed in the Kindergarten quad, where all people and visitors would see.

\* Jayson Neill (Aboriginal Education and Wellbeing Officer) presented a professional learning session for all staff to engage in the Aboriginal 8 Ways of Learning.

\* National Sorry Day & Reconciliation Packs were developed and distributed to all teachers including a range of activities.

\* A Deputy Principal and classroom teacher finalised their Stronger Smarter Course.

\* The Aboriginal Committee Team (15 staff members) met to decide the NAIDOC activities for NAIDOC celebrations. This resulted in an Aboriginal Rock Garden where messages and symbols of positivity and gratitude, could be expressed..

#### Term 3

\* NAIDOC Week 2018 theme, 'Because of Her, We Can!' occurred during 8–15 July.

\* Three poles with Aboriginal Designs were purchased displaying our three school rules.

#### Term 4

\* 100% of students, all FWPS staff and community members painted a rock to contribute to the Aboriginal Rock Garden. This event was shared on online with Twitter tagging @naidocweek, @strongersmarter as well as using hashtags, #BecauseofHerWeCan and #NAIDOC2018. Our Director Educational Leadership, Mr Scott Davidson invited a Superintendent from Texas, Dr Celia Drews to come for a tour of our school. They engaged in rock painting with the FWPS student leadership team and executives. In addition, they took an interactive photo with gigantic Angel wings with an Indigenous–inspired design created by the SRC committee.

\*Aboriginal Friendship Bracelets out of beads using the Aboriginal Flag colours (red, yellow and black) in honour of connecting to others, were made.

\*Aboriginal students in year 6 received free back packs, stationery and school equipment supplied by Kari. These backpacks enabled students to be school ready for high school in 2019.

### Multicultural and anti-racism education

The English as an Additional Language/Dialect speaking population steadily increased to 92% of students. The community languages taught in 2018 were Vietnamese, Spanish, Arabic and Assyrian. Community. All year 1 to year 6 students engaged in two hours a week of learning a community language.

A reflection of the ever increasing refugee families joining our school saw the continuation of a New Arrival program (NAP) in 2018. This program targeted refugee students with little or no English and provided them with intensive English language skills and numeracy skills. By the end of 2018 there were four classes established to support intensive English language.

The Community Hub continued at Fairfield West Public School in 2018 and parents were 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, were acknowledged at morning lines and K-6 assemblies. Strong links were made with these cultural events and the school rules and values. Harmony Day was also celebrated, with students and staff encouraged to wear something orange. Classroom literacy activities revolved around celebrating Australia's diversity. Our participation in Harmony Day activities allowed our learning community to focus on how all Australians from diverse backgrounds, equally belong to this nation..

All teaching and non-teaching staff contribute to the eradication of racism by promoting the acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions were 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

#### Sport

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

– Junior Boys Cricket and Senior Boys Touch were Summer PSSA Grand Finalists

– Senior Cricket and Junior Girls AFL were Summer PSSA semi-finalists

\* The school was named Horsley Zone PSSA Rugby League, Netball and Touch Champions in 2018.

\* FWPS were Horsley Zone Overall Champion School for Summer PSSA and finished 5th overall in the Winter PSSA competition.

\* One of our students was named Horsley Zone 11 years Girls Swimming Champion.

\* A considerable number of students represented our school at both Horsley Zone and Sydney South West level.

\* FWPS finished in 3rd position at the Horsley Zone Cross Country carnival.

\* The school had 13 students who earned selection in the Horsley Zone team that competed at the Sydney South West Athletics Championships.

\* FWPS won the Horsley Zone Athletics Carnival in 2018 for the second year in a row.

\* One student was named Horsley Zone Junior Boys Athletics Champion.

\* The school had 6 students who made the Sydney South West to compete at the NSW State PSSA Athletics Championships.

\* Jozef Cluff did exceptionally well at the NSW PSSA State Athletics Carnival winning both the Junior Boys Shot Put and Junior Boys Discus events. This resulted in him earning a spot in the NSW team that competed at the National Athletics Carnival in Melbourne, Victoria where he won both the Junior Boys Shot Put and Discus events resulting in him becoming the National Jnr Boys Shot Put and Discus Champion.

### Kindergarten

Our 2018 Kindergarten students had an extremely busy and fun-filled year. They learnt to become independent whilst building upon their resilience and self-regulating their emotions. For many it was their first time away from the protective surroundings of the family home, but their stimulating and inviting classroom environment soon made them feel safe and welcome.

Students learnt to read and write, problem solve, work collaboratively with their peers and enjoyed the creative arts and sport. They made fabulous monster masks for their memorable display in the school's Art Exhibition and stunned the audience with their very entertaining end of year assembly item.

Students enjoyed partaking in 'clubs' where they were able to select an activity of preference and do it with students of various ages. They learnt to mix with older students and were able to form friendships with students outside of their class.

The Calmsley Hill Farm excursion brought sheer delight

to so many students who had never previously travelled by bus or petted farm animals. They were able to observe a 'working' farm and make connections to their Science unit of work—From Paddock to Plate.

All in all 2018 was most enjoyable for students and staff alike. Families should be happy with the social and academic achievements made by the students throughout the year.

## Stage 1

The Literacy, Language and Learning (L3) program continued to be embedded in quality teaching practises across the stage. Students developed their ability to self-regulate their learning through a wide variety of activities provided. Individual student learning goals were targeted during guided reading and writing groups, facilitated by the classroom teacher.

To support numeracy development within stage 1 students, teachers implemented various number investigations and talks. This was to build students' number sense, so they would confidently use numbers flexibly. There were many hands-on learning experiences that required students to pose and solve problems through reasoning and justification, linking this to real world situations.

In History, students studied the unit 'Present and Past Family Life' and investigated the roles of their current family structures and explored the similarities and differences of previous generational family dynamics.

In Geography, stage 1 students investigated places within Australia and its location in relation to the world. Students also discovered their connection to other countries and people around the world, including that of Aboriginal and Torres Strait Islanders' connections with the land.

In Science this year, students enjoyed an interactive production called The Silly Scientist. This show included interesting facts, fun skits, music, comedy and science experiments. Students participated through exploring and observing the world using their senses, asking questions and describing changes. Science Fun Day was also another annual event that stage 1 students thoroughly enjoyed by rotating between science experiments within their grade.

Fundamental Movement Skills were further developed within our cohort. Students participated in a variety of weekly rotational games and team-based sports, in order to promote team work, coordination and sportsmanship.

Stage 1 students had the opportunity to liaise with Westfield Sports High School Dance students who taught each class a dance routine over an 8 week period. Students were able to present this item at the Opportunity to Perform Concert. In addition, the art exhibition was an opportunity for students to create, display and appreciate a range of different techniques and artworks.

The highlight of the year was when stage 1 went on an

excursion to Symbio Wildlife Zoo. They not only got to see and learn about native Australian animals, but to touch them.

## Stage 2

Students had an action packed and exciting year of fun, learning experiences. Students studied the History topic, 'Community & Remembrance' and explored the local community in the past and present. This was supported with an incursion at the school hall with special guest speakers who have been part of the community for a long time.

In Geography, students investigated the geographical characteristics of Australia. They explored the different types of natural vegetation and animals in the earth's environment.

During Education week, students thoroughly enjoyed opportunities to create artworks for the art exhibition, participated in the Amazing Race for Maths Fun Day and the Science Fun session. They had even more fun at the book parade, dressing up as their favourite book character.

Students in year 3 and 4 hosted the whole school assembly with a 'World Cup' theme. They performed to 'Wakka Wakka' and 'Colours' to celebrate different cultures coming together.

Students had a great time during various sporting clinics and participated in the external gymnastics program. It was a great way to practice balance, strength and coordination.

The highlights this year were definitely the excursion to the Sydney Opera House where they watched the play 'Bambit's Book of Lost Stories' and the end of the year Picnic Day celebration.

It has been an amazing year and the teachers are proud of the students' achievements and efforts.

## Stage 3

Stage 3 studied Living World in term 1 and had a great time exploring and observing living things and the conditions that impact their survival in the fragile ecosystem that they dwell in. In term 2, students investigated Australia's global connections to the rest of the world. Students enjoyed learning about our nation's import and export industries along with getting an insight into the global economy. In term 3, the students learnt about Australia's geography and history whilst in term 4 the students studied the social and environmental impacts of built environments.

A stage 3 camp to Tea Gardens was chosen to link to personal development, health and physical education learning. Students and staff thoroughly enjoyed the team building and sporting activities that were on offer at the sports and recreational camp. In addition to the term 3 camp, the stage 3 non-campers were also involved similar 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 eight 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.

2018 was celebrated with a Hollywood theme farewell for year 6 students at Fairfield RSL whilst the year 5 students were involved in the campaigning and voting processes for our student leaders for 2019.