

Fairfield West Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

Once again it is with pride that I present Fairfield West Public School's 2019 achievements. The school engaged in External Validation and the on balance judgements are contained herein, the rigorous evaluative process is measured against the School Excellence Framework in the areas of Learning, Teaching and Leading. The school was validated as having on balance judgement in all areas of the External Validation submission.

It was an exciting year of academic successes and sporting excellence for individual students and teams. Quality and explicit teaching continued in 2019 as a focus, to ensure consistent and measurable growth in both literacy and numeracy. SCOUT reports show that Value Added in years K–2, years 3–5 and years 5–7, are all at Excelling. Student enrolment stabilised with the continuation of 39 classes.

2019 was a year where Language Learning and Literacy (L3) interventions further 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 undertaken in 2018 was further developed into the Leading EALD Education Project and was implemented K–6, resulting in strong professional learning opportunities that translated into growth in vocabulary and writing. The school also joined in Academic Partnership with the University of Newcastle in Building Capacity through Quality Teaching Rounds.

An array of enrichment opportunities including: Clubs; the Art Exhibition; Art Express; mathematical problem solving; Academic Challenge; 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 third year of operation and continued to provide opportunities for parents in our learning community.

On reflection of 2019, 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 2019 the student population is over 740 with a culture enriched by 93% of students with English as an Additional Language or Dialect and 23% of students from a refugee background.

There are 90 members of staff. The teaching staff is a mix of experienced and early career teachers. 38% 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

During 2019 Fairfield West Public School underwent the process of External Validation. The panel, comprising of a Principal School Leadership (PSL) and a peer principal, met with the school leadership team and determined that the school's evidence supported the on balance judgement made in relation to the School Excellence Framework.

Strategic Direction 1

MAKE learning relevant.

Purpose

Make lifelong learners by providing experiences that inform and empower.

Improvement Measures

Increased number of students achieve or exceed grade expectations in literacy as evident in PLAN 2 and NAPLAN data.

Increased number of students achieve or exceed grade expectations in numeracy as evident in PLAN 2 and NAPLAN data.

Increased range of professional learning for staff to accommodate individual Performance and Development Plan goals.

Increased number of parents and/or carers attending workshops or meetings to support student learning.

Overall summary of progress

Literacy

32% of year 3 students in 2018 were in the top two bands for reading and 28% in 2019. This is a 4% increase.

50% of year 3 students in 2018 were in the top two bands for writing and 56% in 2019. This is a 6% increase.

42% of year 3 students in 2018 were in the top two bands for spelling and 52% in 2019. This is a 10% increase.

32% of year 3 students in 2018 were in the top two bands for grammar and punctuation and 40% in 2019. This is a 8% increase.

16% of year 5 students in 2018 were in the top two bands for reading and 16% in 2019. This is a 0% increase.

13% of year 5 students in 2018 were in the top two bands for writing and 9% in 2019. This is a 4% decrease.

34% of year 5 students in 2018 were in the top two bands for spelling and 37% in 2019. This is a 3% decrease.

20% of year 5 students in 2018 were in the top two bands for grammar and punctuation and 22% in 2019. This is a 2% increase.

Numeracy

25% of year 3 students in 2018 were in the top two bands for numeracy and 21% in 2019. This is a 3% decrease.

17% of year 5 students in 2018 were in the top two bands for numeracy and 22% in 2019. This is a 5% increase.

During 2019 staff had the opportunity to participate in differentiated professional learning to meet their needs. Opportunities included Community of Schools sessions on literacy, High Potential and Gifted Learning, vocabulary, EAL/D progressions, Building Blocks in Numeracy, understanding Autism and specific sport training courses.

Progress towards achieving improvement measures

Process 1: Vocabulary Project: Implement a whole school approach, to effectively guide the explicit teaching of vocabulary to meet individual student needs, using assessment to guide planning.

Evaluation	Funds Expended (Resources)
<i>Has teacher understanding of the EAL/D progressions and the importance of teaching vocabulary improved the quality and consistency of vocabulary teaching and driven the improvement of student outcomes as curriculum</i>	\$10,350.00

Progress towards achieving improvement measures

differentiation has occurred?

During 2019 teacher professional learning on the EAL/D scales and pedagogy, and the teaching of vocabulary was implemented to improve teacher understanding.

Professional learning implemented:

- 4 April Twilight session – EAL/D progressions – Cindy Valdes
- 29 April SDD 2 hour session – Introduction to vocabulary – Paul Dufficy
- 7 May Twilight session – Vocabulary instruction – Paul Dufficy
- 21 May Twilight session – Designing learning for explicit teaching of writing – Jo Rossbridge
- 20 June Twilight session – Designing learning for explicit teaching of writing – Jo Rossbridge

As a result of the professional learning, changes to programming were undertaken with a focus on vocabulary. Staff survey results indicated that at the end of the project, 56.2% of staff are now extremely confident or very confident to teach Tier 2 vocabulary to EAL/D students. The remaining 43.08% of staff state they are confident to teach Tier 2 vocabulary to EAL/D students. Writing data indicated an increase in the use of Tier 2 vocabulary in students' writing. Professional Learning during 2019 enabled the vocabulary committee to effectively review and analyse the current vocabulary scope and sequence. It was identified that a revised scope and sequence needs to identify Tier 2 words as a focus rather than Tier 3 words. This will be revised during 2020.

Process 2: High Potential and Gifted Learners Project: Implement a whole school approach to implementation of relevant, quality learning experiences that cater for High potential and Gifted students.

Evaluation	Funds Expended (Resources)
<p><i>Have differentiated units been developed and implemented across all KLAs, with a focus on appropriate curriculum for high potential and gifted students?</i></p> <p>During 2019 teacher professional learning on high potential and gifted education was undertaken.</p> <ul style="list-style-type: none"> • Professional learning implemented: 21 March Twilight session – Identifying high potential and gifted students – Dr Ruth Phillips. • 4 June Twilight session – How to develop learning experiences that engage and extend high potential and gifted learners – Dr Ruth Phillips. • 15 June Full day PL – Assessing high potential and gifted learners and how to provide for them. • 4 September Full day PL stage 3 staff – Designing quality teaching and learning experiences for high potential and gifted learners. • 18 September Full day PL stage 2 staff – Designing quality teaching and learning experiences for high potential and gifted learners. • 6 November Full day PL stage 3 staff – Reflection day • 20 November Full day PL stage 2 staff – Reflection day <p>All staff across years K–6 are developing integrated writing units that show evidence of differentiation for high potential and gifted learners.</p>	\$14,800.00

Process 3: Community Learning Project: Implement a variety of relevant parent/carer workshops to empower the community to be actively engaged in their child's learning.

Evaluation	Funds Expended (Resources)
<p><i>Have workshops delivered empowered parents/caregivers to engage in a support their child's learning?</i></p> <p>According to initial survey data, 30% of parents did not feel confident in assisting their child to learn literacy at home, due to their lack of being able to speak, read or write English.</p>	\$5,000.00

Progress towards achieving improvement measures

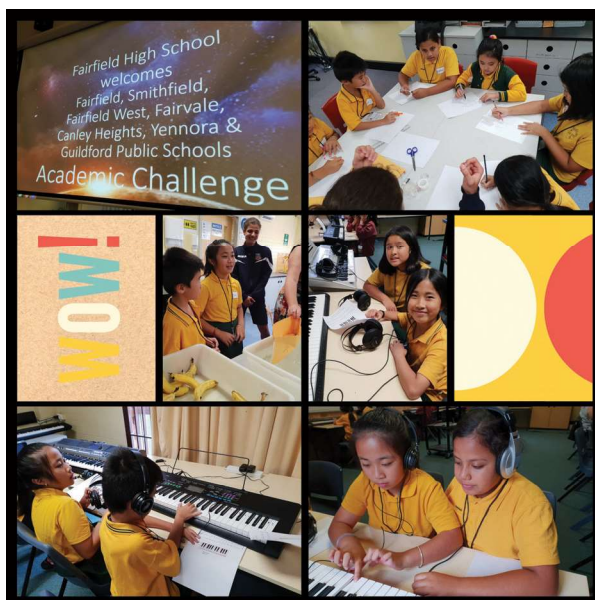
During 2019, phonics workshops were delivered to Kindergarten parents/caregivers three times a week at morning lines. These workshops focused on teaching the parents/caregivers the phonemes being taught in classes that week and how they could support their child's learning at home. Resource packs were also given to parents/caregivers to enable them to play hands on activities relating to those phonemes with their children.

Twenty parents, who regularly attended were surveyed and they all agreed that the sharp short delivery by teachers was very beneficial to them in supporting learning at home.

Next Steps

Professional Learning during 2019 enabled the vocabulary committee to effectively review and analyse the current vocabulary scope and sequence. It was identified that a revised scope and sequence needs to identify Tier 2 words as a focus rather than Tier 3 words. This will be revised during 2020.

Ongoing professional learning led by Dr Ruth Phillips is planned for 2020.



Strategic Direction 2

CREATE sustainable wellbeing.

Purpose

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

Improvement Measures

Increase attendance of children at risk, including partial absences.

Increase the amount of relevant student information recorded and utilised at enrolment and throughout student retention at Fairfield West Public School.

Survey data reflects an increase in positive feedback about wellbeing across the school learning community.

Overall summary of progress

The whole school attendance data decreased by 1% in 2019 reflected by an increased number of families taking unjustified extended overseas holidays. The school actively discourages this.

At point of entry, all new families are completing a FWPS enrolment information form providing more comprehensive background information to support the student. This information is shared with relevant staff.

Progress towards achieving improvement measures

Process 1: Information & Attendance Project: School processes ensure accurate and relevant student information is collected, updated regularly and purposefully disseminated.

Evaluation	Funds Expended (Resources)
<p><i>Has attendance improved for individual students and as a whole school?</i></p> <p>The attendance committee developed a clear procedure for following up attendance and how to accurately and timely record this information on SENTRAL. This included information on how to identify siblings in SENTRAL to ensure several teachers were not calling the same family for family absences.</p> <p>The comment section in Attendance on SENTRAL is used daily by teachers to record information and strategies used to increase attendance.</p> <p>Examples of individual student improvement include:</p> <p>One student's attendance in term 1 2019 was 84.9% and dropped to 70.8% in term 2. Due to follow up procedures being implemented, the student's attendance by term 4 increased to 96.4%.</p> <p>One student's attendance in term 1 2019 was 35.2% and increased to 76.3% in term 2. Due to follow up procedures being implemented, the student's attendance by term 4 increased to 99.5%.</p> <p>One student's attendance in term 3 2019 was 74.6%. Due to follow up procedures being implemented, the student's attendance in term 4 increased to 95.3%.</p>	\$19,015.00

Process 2: Staff Wellbeing Project: Ongoing team building activities, professional learning and events are provided to support and develop sustainable staff wellbeing.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Have ongoing team building activities supported the cohesiveness of the school staff?

\$1,769.00

Term 1 School Development Day included a session where stage teams worked together to answer trivia based questions.

Term 2 School Development Day included a session where cross stage teams participated in a variety of sporting activities to build staff relationships across the school.

Term 3 School Development Day included a culinary experience where stage teams of teachers were responsible for preparing various dishes with the guidance of an expert chef.

Throughout the year, each stage team hosted a whole school morning tea so staff could celebrate achievements.

Each term every stage team scheduled team building activities off site to support productive working relationships.

Staff attendance in 2018 was at 87.67% and this increased to 89.73% in 2019 indicating that staff were motivated to attend work feeling supported and accepted.

Process 3: Student Wellbeing Project: Ongoing opportunities and activities are provided to support and develop sustainable student wellbeing.

Evaluation

Funds Expended (Resources)

Are students provided with a variety of opportunities and activities to support all areas of their wellbeing?

\$65,687.00

Student wellbeing journals were purchased for every student in years 1 – 6 focusing on areas such as resilience and goal setting.

Mindfulness Mondays were implemented each week during lunch time where students could relax and de-stress by participating in colouring activities. Over 300 students attended weekly.

A variety of dance groups and choirs were established and performed at events throughout the year. These groups included a dance company group, a boys hip hop group, a girls hip hop group, junior and senior choirs.

Wellbeing clubs were implemented fortnightly during terms 2 and 3. Students participated in their interest group, encouraging new friendships and support networks. Some examples of the interest clubs provided were origami, cooking, book club, robotics, science experiments, drama and soccer.

Gardening club took place several times per week allowing students to establish and maintain gardens around the school and contribute to the welcoming environment of the school.

Students had the opportunity to participate in debating, public speaking competitions, academic challenges at local High Schools, spelling bee, Mathematics fun day, Science fun day and UNSW competitions.

Sporting gala days, PSSA, AFL and NRL clinics as well as carnivals provided sporting opportunities for students across K–6.

The above activities demonstrate how FWPS supports the cognitive, emotional, social, physical and spiritual wellbeing of all students ensuring they feel known, valued and cared for.

Next Steps

In 2020 the attendance committee will continue to refine procedures and increase regular meetings with the HSLO.

Regular and ongoing activities and opportunities for both students and staff will continue to be implemented in 2020 to support wellbeing. The school will continue to connect with outside agencies to assist with this.



Strategic Direction 3

CONNECT with others.

Purpose

Connect to grow purposeful relationships with others.

Improvement Measures

Increased number of parent/carers attending and leading school-based initiatives.

Increased number of opportunities for students and teachers to connect within and across schools.

Overall summary of progress

During 2019 staff, students and parents were provided with many and varied opportunities to connect with others.

Students: All students across K–6, mainstream and the Support Unit connected with both students and adults in their classes, stages, across the school and the wider community.

Staff were provided with many opportunities to connect during professional learning sessions. These sessions were full day sessions, half days sessions or evening sessions and involved a range of staff from schools across the 14 Community of schools. Staff connected with leadership teams, stage teams or grade teams.

Parents/caregivers were provided with opportunities daily to connect with others through leading Breakfast club and participating in activities in the Community Hub. During 2019 two parents took on leadership of the Breakfast club two out of the five days a week and cooked a hot breakfast for over 300 students each of those days. In 2019, one parent who had in previous years been in attendance of the English conversation class, began taking on an assistant role and supported the teacher during these sessions.

Progress towards achieving improvement measures

Process 1: Student Networks Project: Students are provided with networking opportunities to create connections.

Evaluation	Funds Expended (Resources)
<p><i>Have students had increased opportunities to connect with others?</i></p> <p>During 2019 Fairfield West Public School students have been provided with varied opportunities to connect with others both in their classrooms, across the school and in the wider community.</p> <p>These opportunities included:</p> <ul style="list-style-type: none">• The school leaders attending the Young Leaders Day conference in Sydney where they met other school leaders from across NSW.• A group of Stage 3 students participating in the Museum of Contemporary Art leadership program which culminated in the students leading adults through the museum on a guided tour.• The school leaders attending the Battle for Australia Commemoration and Remembrance Day ceremonies held by the local RSL club. These ceremonies involved school leaders from local schools, members of the RSL club as well as local community members.• Stage 3 camp providing students with the opportunity to build connections with students across the stage.• Year 6 Middle Schooling enabling students to work in classes with year 6 students and teachers who are not in their regular class.• The Junior Choir consisting of years 2 and 3 students, and the Senior Choir consisting of students in years 4, 5 & 6 providing students with weekly opportunities to connect with others who possess a similar talent and interest. The choir also performed at two other Primary schools during the year and one evening concert at a local High School. At one of the Primary School	\$2,112.00

Progress towards achieving improvement measures

concerts, all performers joined together in a massed choir with students across Australia to sing the 'Music: Count Us In' song.

- Implementing Kindergarten transition provided the incoming 2020 Kindergarten students and their families the ability to build relationships with staff, students and other families. This ensures that newly enrolled students have a connection with others before beginning school full time.
- Students in the three Newly Arrived Program (NAP) classes, led by Parks Community Network Inc, engaging in weekly activities based on making friends, confidence building and resilience. The aim was to increase newly arrived students' ability to make friends within their classroom and then the wider school community.
- Using of the Community Cottage as a designated space for Breakfast Club each morning provided all students across both mainstream and the Support Unit to meet together each morning and share breakfast.

As building connections with others is closely linked with wellbeing, many other opportunities provided to students are recorded in Strategic Direction 2.

Process 2: Staff Connections Project: Staff are provided with informal and formal opportunities to network across the school and beyond.

Evaluation	Funds Expended (Resources)
<p><i>Have staff made meaningful connections with staff from other schools to support teaching and learning?</i></p> <p>During 2019 Fairfield West Public School was part of a 14 school Community of Schools group. Throughout the year there are many opportunities for staff to network across the 14 schools. Staff at FWPS have networked at:</p> <p>Full day Instructional Leader Masterclasses:</p> <ul style="list-style-type: none"> • 8 February – two Instructional Leaders (ILs) • 15 March – two ILs and two classroom teachers • 10 May – two ILs and two classroom teachers • 14 June – two ILs and two classroom teachers • 2 August – two ILs and two classroom teachers • 6 September – two ILs and two classroom teachers • 25 October – two ILs and two classroom teachers • 29 November – two ILs and two classroom teachers <p>2 hour afternoon Teach Meet:</p> <ul style="list-style-type: none"> • 7 March – Stage 2 – three classroom teachers • 20 March – Stage 1 – four classroom teachers and one IL • 25 March – Kindergarten – five classroom teachers and one IL • 23 May – Stage 1 – four classroom teachers and one IL • 6 June – Kindergarten – five classroom teachers and one IL • 7 August – Stage 1 – four classroom teachers and one IL • 29 August – Kindergarten – five classroom teachers and one IL • 24 October – Stage 2 – three classroom teachers <p>Half day stage based coaching:</p> <ul style="list-style-type: none"> • 20 February – Stage 2 – two classroom teachers • 7 March – Stage 3 – two classroom teachers • 20 March – Kindergarten – five classroom teachers • 25 March – Stage 1 – two classroom teachers • 24 June – Stage 3 – one classroom teacher • 7 August – LAST – once classroom teacher and one Learning and Support teacher • 29 August – Stage 1 – one classroom teacher • 29 August – Stage 2 – eight classroom teachers, one Assistant Principal and two ILs • 4 December Stage 1 – one classroom teacher and one IL 	<p>\$52,300.00</p>

Progress towards achieving improvement measures

Half day leadership teams

- 25 February – two Assistant Principals
- 3 April – two Assistant Principals
- 27 May – two Assistant Principals
- 3 July – two Assistant Principals
- 11 November – two Assistant Principals
- 9 December – two Assistant Principals

All K–2 classroom teachers were also provided with ongoing opportunities to network during the L3 PL sessions. The sessions ran fortnightly for one new Kindergarten classroom teacher and three new Stage one classroom teachers. Sessions for previously trained staff were held twice a term for four Kindergarten teachers and five Stage 1 teachers.

Process 3: Community Cohesion Project: Parents and/or carers are provided with informal and formal opportunities to connect.

Evaluation	Funds Expended (Resources)
<p><i>Do parents and/or carers feel connected?</i></p> <p>The Community Hub at FWPS provides many and varied activities for parents and carers to cater for their social, emotional and learning needs. Throughout 2019 the following activities were offered at the hub:</p> <ul style="list-style-type: none"> • Weekly sewing class ran all year with up to 14 participants led by Information and Cultural Exchange. • Community kitchen ran all year in consultation with the Multicultural Health Promotion Officer from South Western Sydney Local Health District. This group consisted of up to 8 participants who designed, purchased the ingredients and prepared a meal each week. • A walking group ran in terms 1 and 2 for women to improve their fitness. • The Certificate in Educational Support through TAFE was conducted during terms 1 and 2 with 15 participants who completed their practicum experience in classes across the school. One participant has gained employment from completing the course. • A weekly playgroup led by Karitane ran all year and included 10 families each term. • English conversation classes ran all year and were taught by volunteers from Settlement Services International or teachers from FWPS. The group consisted of up to 7 parents each week. • Beginning School Well was implemented in terms 3 and 4 engaging a regular 8 refugee families in preparation for school in 2020. • Many information sessions were offered throughout the year such as a traffic offence session on 25 September, support offered by the Salvation Army on 15 October, Community Garden workshop, an oral hygiene session in Arabic and a TAFE Information session on 22 October. • Participants in the hub also had the opportunity to go on excursions. The playgroup went on an excursion to the zoo and the community kitchen participants went on excursion to the city and visited Madame Tussads. • M Guy Zangari visited the hub in December to meet participants participating in the English class. 	<p>\$30,00.00</p>

Next Steps

The Community Hub will continue to operate during 2020 providing a variety of opportunities for parents and carers to connect.

Teachers will continue in 2020 to have opportunities to network across the 14 schools in the Community of Schools group.

K–2 classroom teachers will continue to network during L3 professional learning sessions.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,086.00 Flexible	<p>The \$4,086.00 was used for staffing release to meet with families and develop PLPs.</p> <p>100% of Aboriginal students had a developed Personalised Learning Pathway (PLP).</p> <p>Invitations were sent to: Aboriginal parents and carers; Elders; local or regional AECG and community members. PLPs 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 2019, 100% of Aboriginal students achieved their goals set out in their Personalised Learning Pathways.</p>
English language proficiency	3.4 staffing allocation (\$362,834.00) \$45,772.00 Flexible	<p>The 3.0 staffing allocation was used to employ teachers to create three specific English language classes. The remaining 0.4 staffing allocation was used to employ a teacher two days a week to provide intensive small group English intervention.</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>Flexible funds were used to purchase quality texts for both classroom and home use for all classrooms K–6. Resources such as magnetic letters, lap desks and individual whiteboards were purchased using the flexible funding.</p> <p>Interpreting and translation services and materials were used for effective communication, consultation and engagement with Language background other than English (LBOTE) families and community members.</p>
Low level adjustment for disability	2.1 Staffing allocation (\$224,104.00) \$127,036.00 Flexible	<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. The 2.1 staffing allocation was used to provide individual or small group English and Numeracy support for identified students across K–6.</p> <p>The construction of a sensory room costing \$12,000.00 was completed during 2019. Flexible funds were used to complete this.</p> <p>The installation of safety mesh on the verandahs and railings on a newly constructed ramp were completed. These were completed via DoE funding.</p> <p>Using the flexible funds, 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</p>

<p>Low level adjustment for disability</p>	<p>2.1 Staffing allocation (\$224,104.00)</p> <p>\$127,036.00 Flexible</p>	<p>provide support for students with additional emotional and behavioural needs.</p> <p>All students with an identified disability have an Individual Education Plan (IEP). Flexible funds were used to employ staff each term to release class teachers to facilitate the writing of IEPs and subsequent review meetings in consultation with parents/caregivers.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>1.392 Staffing allocation (\$148,549.00)</p>	<p>All teachers had the opportunity to observe teachers in their classrooms and demonstrate effective teaching strategies.</p> <p>Using this staffing allocation and additional funds, two Assistant Principals were class free to provide mentoring and coaching for classroom teachers in literacy and numeracy.</p> <p>During team meetings staff monitor student performance data across the school and ensure programs are focused on areas of 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>
<p>Socio-economic background</p>	<p>1.2 Staffing allocation (\$128,059.00)</p> <p>\$1,089,956.00 Flexible</p>	<p>The employment of an additional five classroom teachers and three SLSOs to maximise student engagement through early intervention. Extra SLSOs were employed when new students requiring transition support entered the school. The 1.2 staffing allocation and additional flexible funds were used to employ these required staff members.</p> <p>100% of staff have increased skills and focus on literacy and numeracy as the foundations for learning through individualised professional learning opportunities, including High Potential and Gifted Education. Flexible funds were used to release teachers from class in stage groups twice a term to cooperatively plan units of work.</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. Flexible funds were used to provide resources for each club.</p> <p>A daily Breakfast Club is implemented by parents and staff to provide a healthy start to the day for all students. Flexible funds were used to add to food supplied by Foodbank Australia.</p> <p>Flexible funds were used for whole school partial funding for incursions and supplementary funding for excursions to ensure all students had equal opportunity to participate.</p>

Support for beginning teachers	\$135,708.00	<p>The employment of extra staff using the funds ensured permanent and temporary beginning teachers were released from class each week to improve teaching practice through mentoring and pedagogical discussions.</p> <p>Mentors released from class using the allocated funds to support beginning teachers, enabled them to improve teaching and learning practices.</p> <p>Teachers attended relevant professional learning experiences throughout the year.</p>
Targeted student support for refugees and new arrivals	<p>2.1 NAP staffing allocation (\$224.104.00)</p> <p>\$51,435.00</p>	<p>100% of refugee students were catered for through the implementation of the Refugee programs, such as the New Arrival Program classes, excursions and celebration of Refugee Week. The allocated funding was used to subsidize these excursions as well as purchase engaging resources to support Literacy and Numeracy learning.</p> <p>Increased communication with Refugee students and families.</p> <p>The NAP staffing allocation was used to employ additional teachers to establish NAP classes. 2.1 is the term 4 NAP staffing allocation which changed throughout the year according to refugee enrolments. 0.6 allocation was also given in term 4 for the employment of an Arabic speaking SLSO to support language acquisition in the NAP classes.</p> <p>Refugee students starting school in 2019 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 2019 was successfully implemented with 8 families participating.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	374	390	405	399
Girls	358	365	364	373

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.7	93.1	92.9	91.1
1	93.1	93.7	93	90.5
2	93.4	93.6	94.1	94
3	93.8	94.3	95	93.6
4	94.2	93.7	94.7	94.1
5	93.9	94.8	94.9	93.8
6	95.1	92.5	95.1	93.6
All Years	93.8	93.7	94.3	93
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Fairfield West Public School continues to grow each year, with many students having previously been enrolled at several other schools in Australia or overseas, with a component of students who had never attended school before.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	4
Classroom Teacher(s)	32.6
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.2
Teacher ESL	3.4
School Administration and Support Staff	11.47
Other Positions	2.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,584,608
Revenue	9,699,190
Appropriation	9,480,508
Sale of Goods and Services	10,905
Grants and contributions	197,441
Investment income	9,337
Other revenue	1,000
Expenses	-9,536,118
Employee related	-8,357,578
Operating expenses	-1,178,540
Surplus / deficit for the year	163,072

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.

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,387,529
Equity Total	1,981,847
Equity - Aboriginal	4,086
Equity - Socio-economic	1,218,015
Equity - Language	408,606
Equity - Disability	351,140
Base Total	4,607,954
Base - Per Capita	192,342
Base - Location	0
Base - Other	4,415,612
Other Total	1,026,884
Grand Total	9,004,214

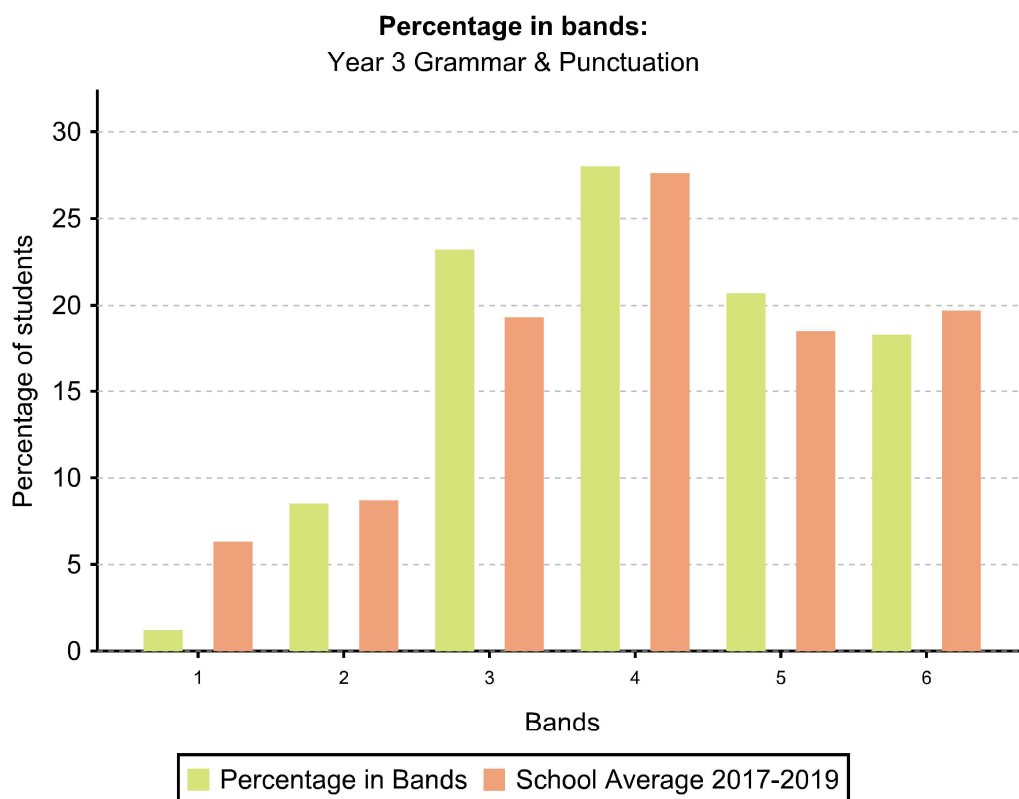
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

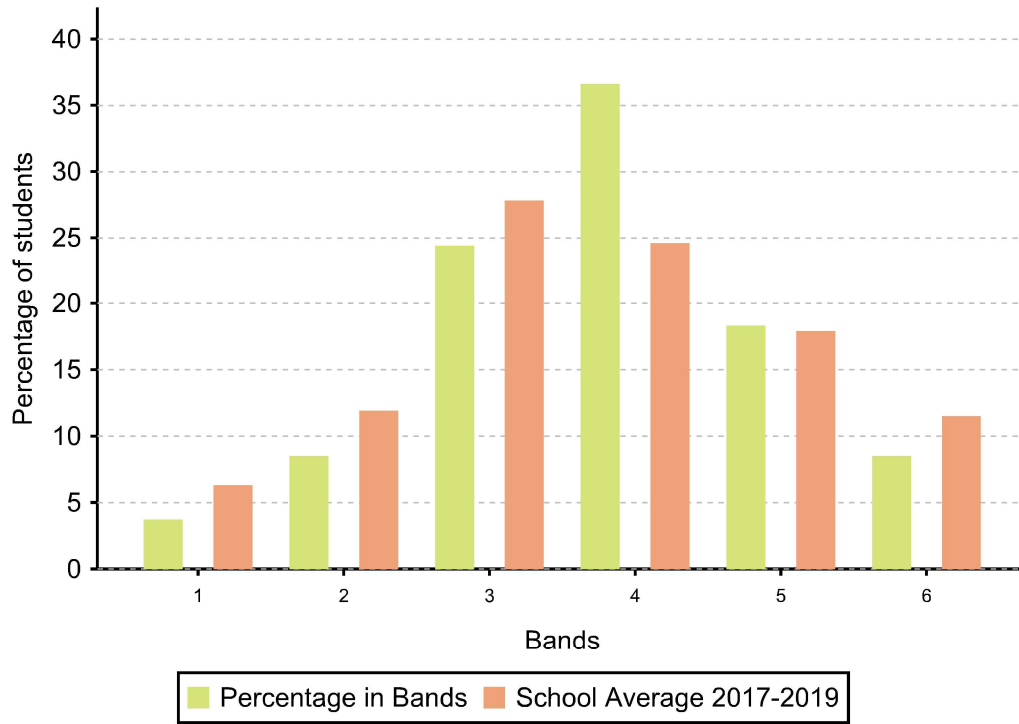
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



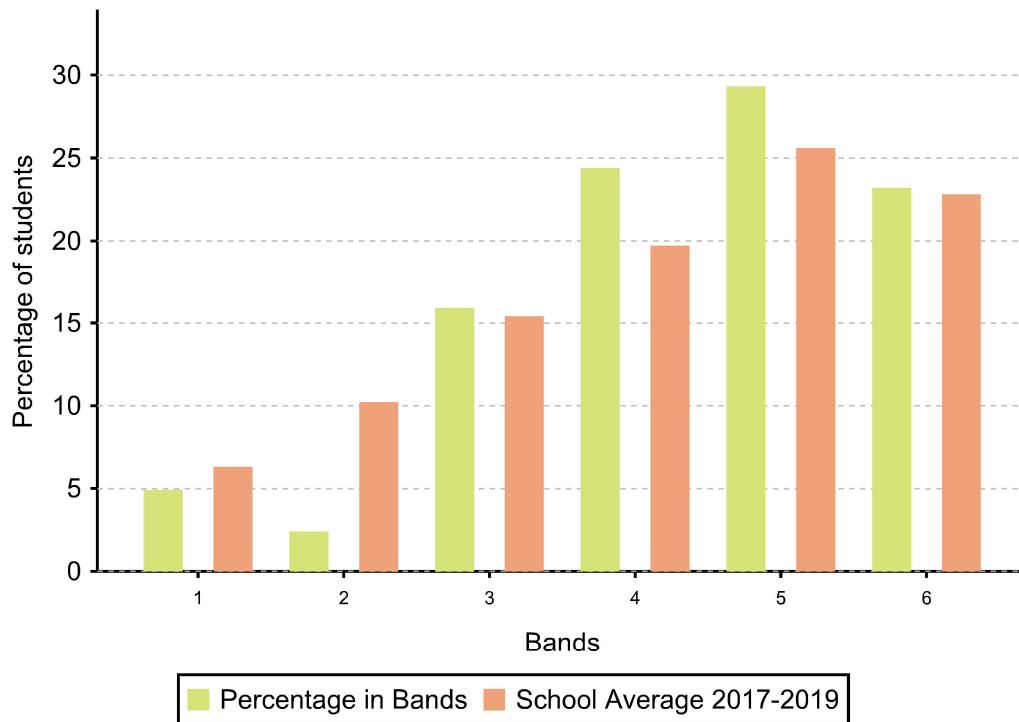
Band	1	2	3	4	5	6
Percentage of students	1.2	8.5	23.2	28.0	20.7	18.3
School avg 2017-2019	6.3	8.7	19.3	27.6	18.5	19.7

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	3.7	8.5	24.4	36.6	18.3	8.5
School avg 2017-2019	6.3	11.9	27.8	24.6	17.9	11.5

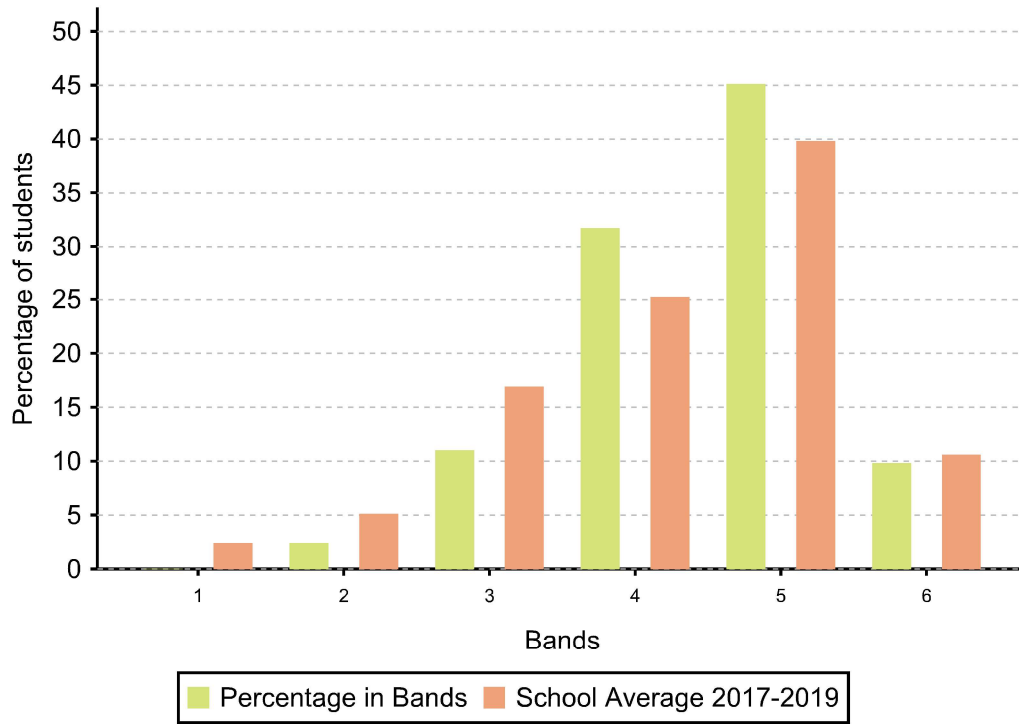
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	4.9	2.4	15.9	24.4	29.3	23.2
School avg 2017-2019	6.3	10.2	15.4	19.7	25.6	22.8

Percentage in bands:

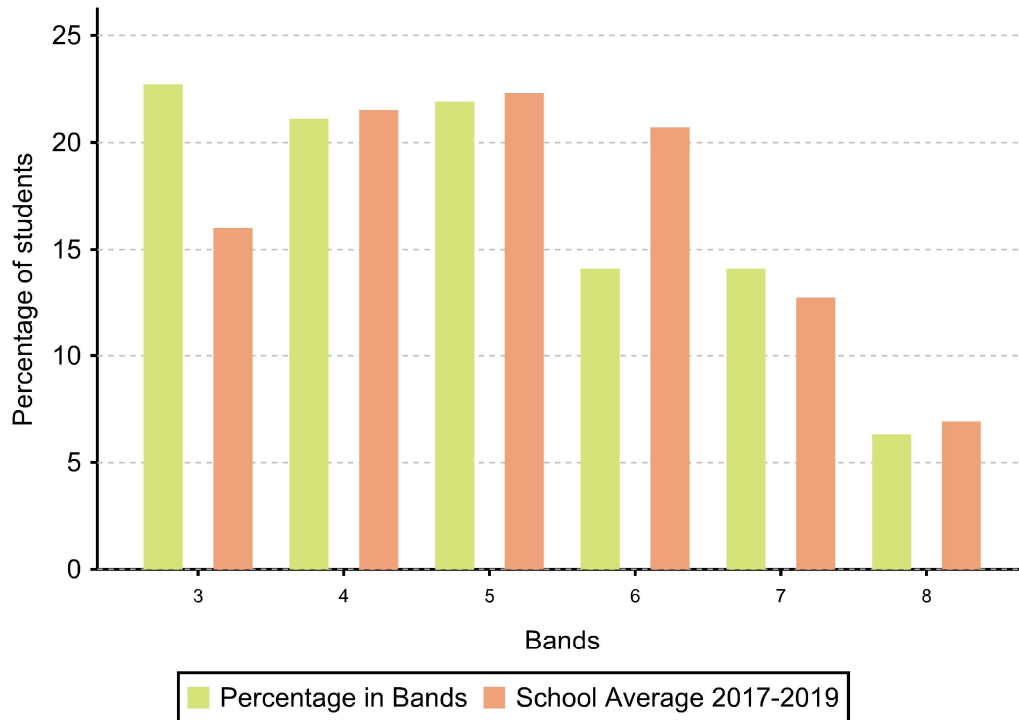
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	2.4	11.0	31.7	45.1	9.8
School avg 2017-2019	2.4	5.1	16.9	25.2	39.8	10.6

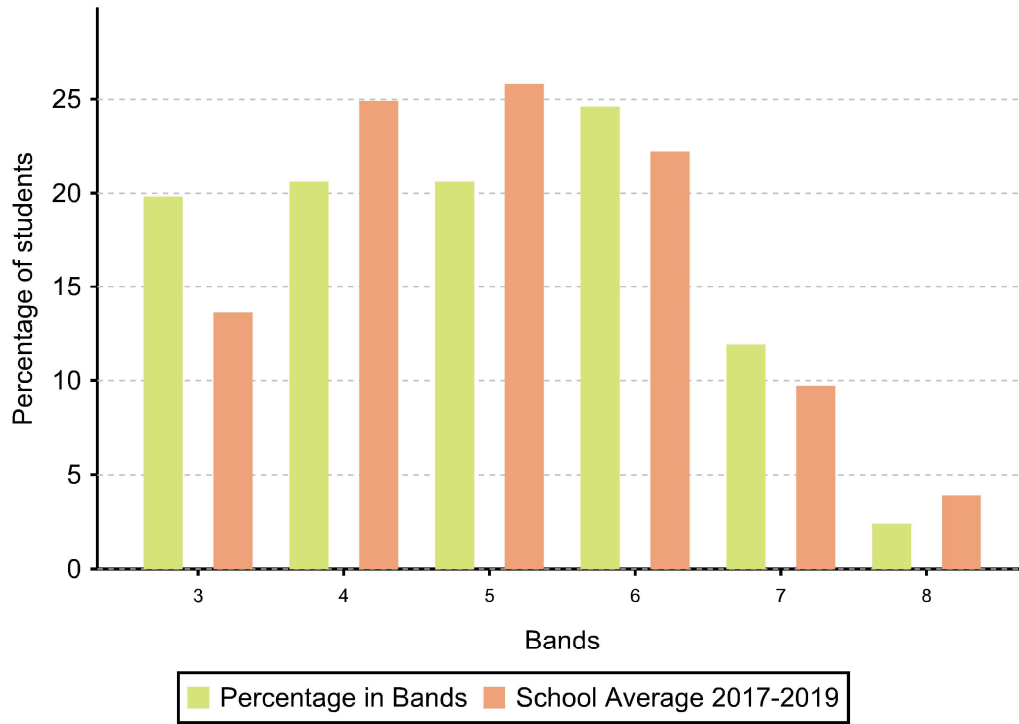
Percentage in bands:

Year 5 Grammar & Punctuation



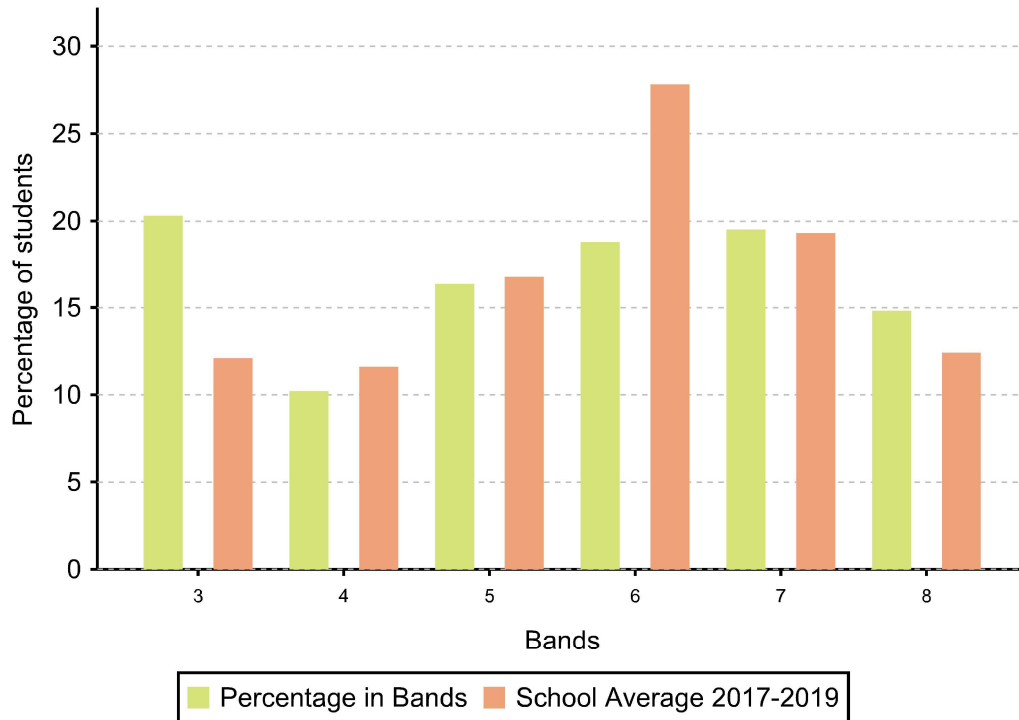
Band	3	4	5	6	7	8
Percentage of students	22.7	21.1	21.9	14.1	14.1	6.3
School avg 2017-2019	16	21.5	22.3	20.7	12.7	6.9

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	19.8	20.6	20.6	24.6	11.9	2.4
School avg 2017-2019	13.6	24.9	25.8	22.2	9.7	3.9

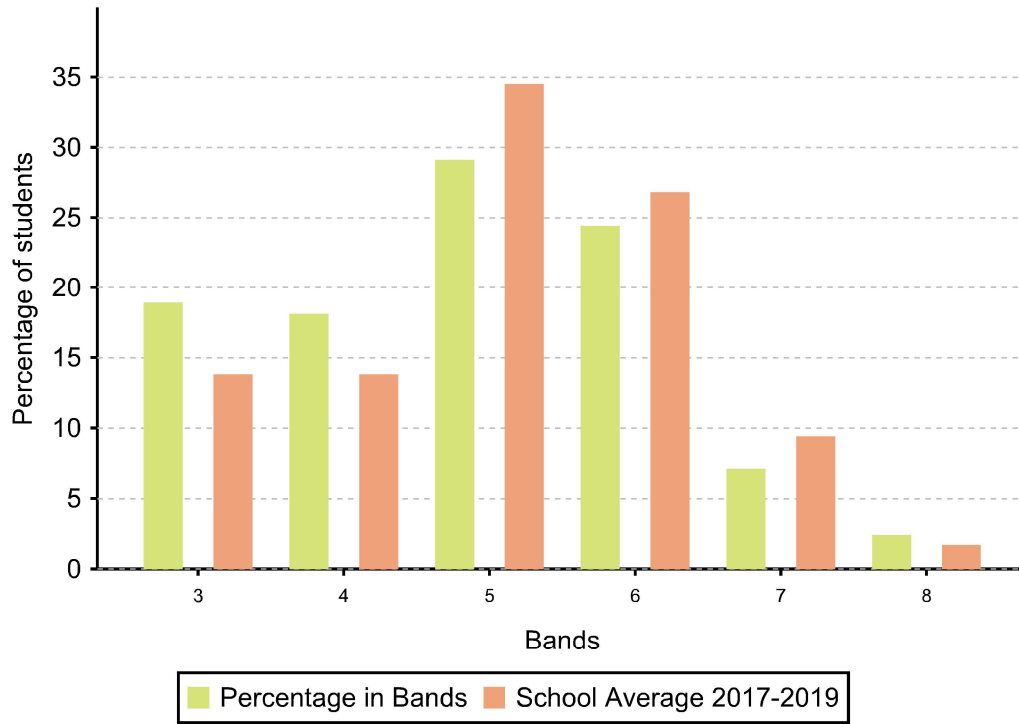
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	20.3	10.2	16.4	18.8	19.5	14.8
School avg 2017-2019	12.1	11.6	16.8	27.8	19.3	12.4

Percentage in bands:

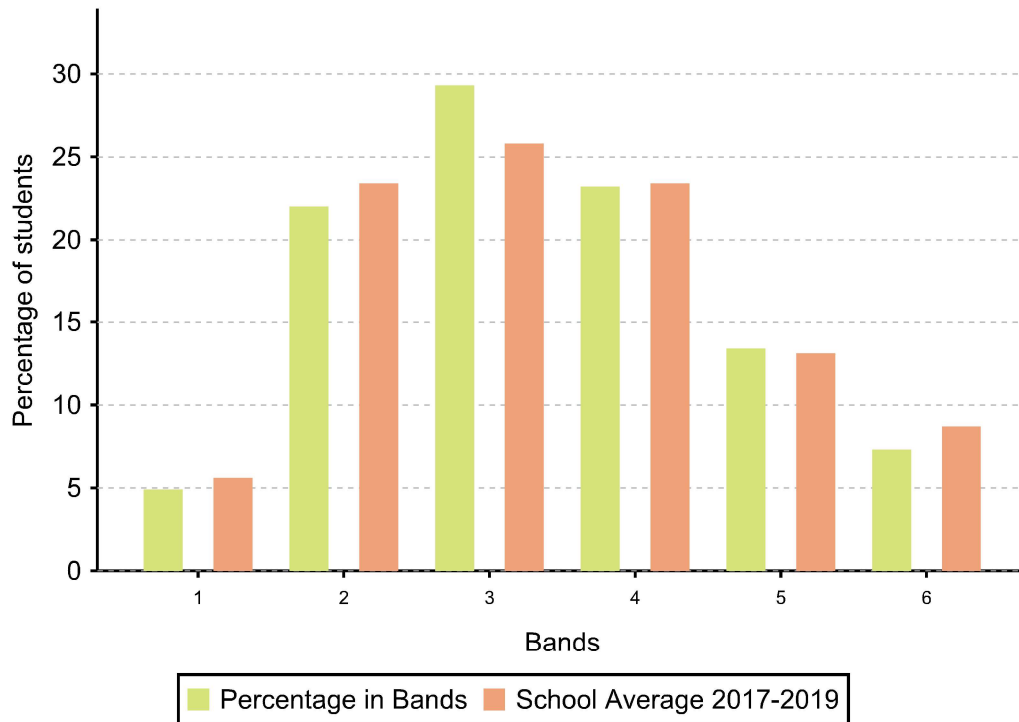
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	18.9	18.1	29.1	24.4	7.1	2.4
School avg 2017-2019	13.8	13.8	34.5	26.8	9.4	1.7

Percentage in bands:

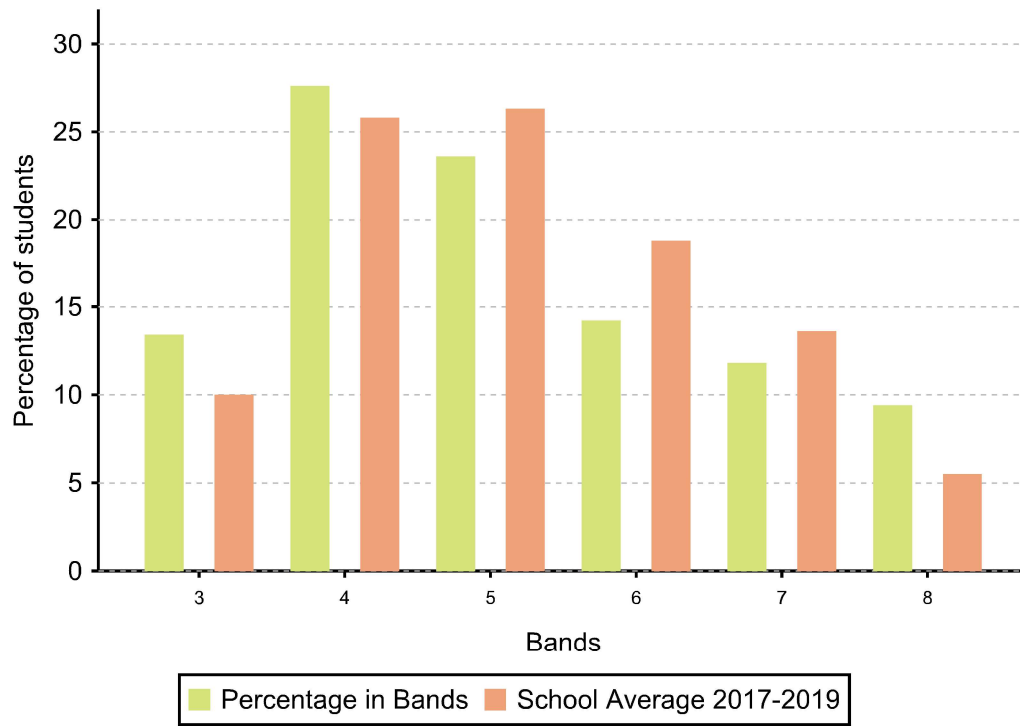
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	4.9	22.0	29.3	23.2	13.4	7.3
School avg 2017-2019	5.6	23.4	25.8	23.4	13.1	8.7

Percentage in bands:

Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	13.4	27.6	23.6	14.2	11.8	9.4
School avg 2017-2019	10	25.8	26.3	18.8	13.6	5.5

Parent/caregiver, student, teacher satisfaction

Student survey

95% of students surveyed state that they value schooling outcomes.

84% of students surveyed state that they have a positive sense of belonging at school compared to 81% in NSW Government schools.

84% of students surveyed state that they are interested and motivated in their learning at school compared to 78% in NSW Government schools.

84% of students surveyed state that they have someone at school who advocates for them compared to 77% in NSW Government schools.

Parent/caregiver survey

Irrespective of the continued effort to engage parents and caregivers to complete the survey, there were only 13 respondents who completed the Parent Survey.

Of these respondents:

80% surveyed state that they feel welcomed when they visit the school.

77% surveyed state that their child enjoys coming to Fairfield West Public School compared to the NSW Government norm of 73%.

70% surveyed state that the physical environment of the school is welcoming.

83% surveyed state that the school is well maintained.

Teacher survey

92% of staff surveyed state that the school has a collaborative culture compared to a NSW Government norm of 78%.

91% of staff surveyed state that they establish a positive learning culture compared to a NSW Government norm of 80%.

92% of staff surveyed state that they use a variety of quality teaching strategies to engage students in learning compared to a NSW Government norm of 79%.

87% of staff surveyed state that data informs their practice compared to a NSW Government norm of 78%.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

* Personalised Learning Pathways (PLP) for Aboriginal students were revised with students, classroom teachers as well as parents and caregivers. New goals were established or updated and placed onto the school's Sentral network.

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

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

* 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.

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

* NAIDOC Week 2019 theme, 'Voice, Treaty, Truth' occurred during 7–14 July.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

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.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

The English as an Additional Language/Dialect speaking population is at 92% of students. The community languages taught in 2019 were Vietnamese, Spanish, Arabic and Assyrian. 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 Arrivals Program (NAP) in 2019. 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 2019 there were four classes established to support intensive English language.

The Community Hub continued at Fairfield West Public School in 2019 and parents were invited to attend skills training session, 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 between 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.

Other School Programs (optional)

Kindergarten

Our 2019 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 embraced the school's art exhibition by creating a memorable display reflecting their growth throughout the year 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 participate 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 highlight of the year was the Calmsley Hill Farm excursion which 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 2019 was most enjoyable for students and staff alike. Families should be proud of the social and academic achievements made by the students throughout the year.

Stage 1 2019

The Literacy, Language and Learning (L3) program continued to be embedded in quality teaching practices 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 of 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 'The Past in the Present' and investigated the local history and the significant remnants of the past and why they should be preserved for years to come. Students also explored significance of famous landmarks both natural and built around Australia.

In Geography, stage 1 students explored the natural and constructed features of certain places. The students made observations and wrote descriptions about these features both within the school and the local community.

In Science this year, students enjoyed an array of experiments in class that allowed them to investigate natural occurrences in the world along with the various uses of the raw materials that are obtained from the environment. 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 through weekly activities for the students of stage 1. 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 Taronga Zoo. Students not only saw and learnt about Australia's native animals but also had the opportunities to learn more about the exotic animals from other countries.

Stage 2

2019 was an eventful year with lots of exciting experiences for years 3 and 4. Some highlights included hosting the K–6 assembly and performing a range of dance genres in the Fairfield West Dancing with the Stars. You may remember us showing you our great salsa, rock, jazz or hip hop dance moves! We blew the audience away with our talent and humour.

We began term 3 with Education Week and students worked collaboratively to design and create artworks for the kindness-themed Art Exhibition.

One of the highlights of the year was our excursion to The Rocks, where students dressed up as convicts, doctors, governors, nurses and other early British settlers. We learned about what life was like for British settlers and explored their first interactions with the local Aboriginal people.

Throughout the year, year 3 had the opportunity to participate in many sporting clinics that involved NRL, soccer and basketball. Students gained several skills and had lots of fun.

Stage 3

Throughout the year our stage 3 students studied a range of Science topics. They examined sustainability with a focus on food and created sustainable mini-greenhouses. Students also explored natural disasters with a focus on how earthquakes occur. They also studied Earth and Space and looked at the regular events in the solar system and geological events in the Earth's surface.

In History, our stage 3 students examined Australia as a Colony. They studied Aboriginal culture, colonial beginnings, early explorers, significant events and the impact of colonisation on the environment.

In Geography, stage 3 students explored factors that shape places and change environments such as bushfires. Our stage 3 students developed their skills in literacy and numeracy daily.

The stage 3 students attended the Sydney Writers Festival in term 2 where they had an opportunity to meet some of their favourite authors and illustrators such as Katherine Rundell, RA Spratt, Megan McDonald and Oliver Phommavanh.

In term 3, many students attended an Outdoor Education camp at Morisset where students and staff thoroughly enjoyed the team building and sporting activities that were on offer. Our non-campers visited Ninja 101 where they built endurance, mental strength and character.

The middle schooling program is one that we are proud of at Fairfield West Public School and this year was no exception. A high school environment was simulated and this experience allowed the students to develop organisational skills and exposed them to various teaching styles within each day.

2019 was celebrated with a Winter Wonderland 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 2020.

Sport

2019 was another year filled with sporting achievements for students at FWPS.

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

- Year 6 Netball and Senior Girls Touch were Winter PSSA Premiers
- Year 5 Netball, Snr Boys Touch, Jnr Rugby League & Snr Rugby League were Winter PSSA Runners-Up
- Year 4 Netball and Snr Boys Football were Winter PSSA Semi-Finalists
- Jnr Girls T-Ball, Snr Girls Softball, Jnr & Snr Girls AFL and Jnr & Snr Boys Cricket were Summer PSSA Semi-Finalists

The school was named Horsley Zone PSSA Touch Champions in 2019.

FWPS finished 4th on the Summer PSSA Champion school ladder and finished 5th overall in the Winter PSSA competition.

FWPS placed 16th at the Horsley Zone Swimming Carnival.

Elijah Sefo, Christian Ah Funny, Jake McNamara and Jozef Cluff represented the school and the Horsley Zone at the 11s Sydney South West Championships in Rugby League while Lukas Ekueti and Tua Suli-Ruka represented Horsley at

the Opens Rugby League Sydney South West Championships.

Jozef Cluff and Christian Ah Funny earned selection in the SSW Rugby League team who were runners-up at the NSW State PSSA Carnival.

Joyanne Manihera and Danielle Leota earned selection in the Horsley Zone Netball team that competed at the Sydney South West Girls Netball Championships.

Jessica Pal, Joyanne Manihera, Leilani Tuitupou and Ilaisaane Vunipola earned selection in the Horsley Zone Touch team that competed at and were runners up at the Sydney South West Girls Touch Football Championships.

Jozef Cluff, Eystin Manihera, Eliaj Sefo, Lukas Ekueti and Pharrell Ibini-Isei earned selection in the Horsley Zone Boys Touch team that competed at the Sydney South West Boys Touch Football Championships.

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

FWPS finished in 5th position at the Horsley Zone Cross Country carnival. The school had 6 students who earned representation in the Horsley Zone team that competed at the Sydney South West Cross Country Championships—Lukas Alavanja (9 years), Xavier Larrondo (10 years), Pharrell Ibini-Isei (11 years), Jozef Cluff (11 years), Joyanne Manihera (12 years) and Marko Regojevic (12 years)

The school had 8 students who earned selection in the Horsley Zone team that competed at the Sydney South West Athletics Championships. They were Jozef Cluff, Jesse Aiono, Jessica Pal, Sarah Lie, Danielle Leota, Ilaisaane Vunipola, Angelina Nachar and Narmin Mekhael. FWPS finished in 5th position at the Horsley Zone Athletics carnival.

The school had 2 students who made the Sydney South West to compete at the NSW State PSSA Athletics Championships. Jozef Cluff (Shot Put & Discus) and Jesse Aiono (Shot Put).

Jozef Cluff did exceptionally well at the NSW PSSA State Athletics Carnival winning both the 11 years Boys Shot Put and 11 years Boys Discus events. He also earned a spot in the NSW team that competed at the National Athletics Carnival in Darwin, Northern Territory where he came 2nd in the 11 years Boys Shot Put and 3rd in the 11 years Boys Discus events.

Mirabelle Naaman represented the school and the Horsley Zone at the SSW Golf Championships, where she earned a spot in the SSW team that competed at the NSW State Carnival. Having achieved further success at this carnival Mirabelle made the NSW team that competed at the School Sport Australia Championships in Queensland.

Two students in particular achieved outstanding sporting success across many areas in 2019. Their achievements are outlined below:

Mirabelle Naaman had a very successful sporting year. She began the year by representing the school at the Horsley Zone Swimming carnival. Mirabelle also represented the school in the PSSA softball team and year 5 netball team who both made their respective semi-finals. Mirabelle also represented the school at the Fairfield Netball Gala day.

Mirabelle's greatest success in 2019 was in Golf. Having attended the Sydney South West Golf carnival, Mirabelle earned selection in the SSW team that competed at the NSW PSSA Championships in Blackheath. Following further success at that carnival Mirabelle made the NSW team that competed at the School Sport Australia Championships in Queensland. There, she helped NSW achieve a 2nd place finish.

Jozef Cluff competed in many sporting teams in 2019. He represented Fairfield West Public School in the PSSA Senior Boys Cricket team, who made the semi-finals and played in the Senior Rugby League team who were defeated in the Grand Final. He was a member of the Senior Boys Tag team that played at the Horsley Zone Gala Day carnival.

He represented Fairfield West Public School and the Horsley Zone at the SSW Cross Country carnival and was chosen to represent the Horsley Zone at the Sydney South West 11's Rugby League carnival. Jozef was selected in the SSW team who competed at the NSW PSSA Rugby League Championships, in which they were runners-up.

Jozef played in the Horsley Zone Boys Touch team and also represented Horsley at the SSW AFL Carnival, from which he was selected to represent SSW at the NSW PSSA AFL Championships.

Jozef's biggest achievements in 2019 came in Athletics. Jozef represented SSW at the NSW PSSA State Championships, winning both the 11 years boys shot put and discus events and also represented NSW at the National Championships in Darwin, where he came 2nd in the Shot Put event and 3rd in Discus.

Jozef's fantastic sporting achievements across several sports saw him earn a Sydney South West PSSA Primary Blue which acknowledged his sporting success in 2019 for Athletics, AFL and Rugby League.