

2020 Annual Report

Fairfield West Public School



1896

Introduction

The Annual Report for 2020 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

I am exceptionally proud of the achievement of Fairfield West PS in 2020, a year that presented with many challenges in education due to COVID-19. Overnight, the leadership team, teachers and support staff managed to provide home learning for 724 children. I would also like to extend a big thank you to parents and carers for their support with learning from home.

The Annual Report is reflective of the COVID-19 restrictions that were put into place by NSW Health and the Department of Education as many regular or planned programs and activities could not be implemented.

While mentioning restrictions, COVID-19 did not stop the work that Fairfield West PS does daily in providing support to students and their families, as evidenced by the Fairfield West PS Community Hub being recognised at State Parliament by Guy Zangari Member for Fairfield.

Following is the commendation recorded on the certificate received by Fairfield West PS:

'I commend Fairfield West Public School Community Hub for its efforts during the COVID-19 pandemic.

Throughout the pandemic it became very clear that it was really important to have community support and connection. Fairfield West Public School Community Hub provided just that for members of the Fairfield community who were feeling isolated or disconnected. On any given day, Fairfield West Public School Community Hub provides a bridge between migrant families and their children and the wider community, providing a place to learn and share experiences. The pandemic generated extra challenges in terms of social distancing. Hub leaders worked very hard to provide support by reaching out to families to see how they were getting on and helping out with any difficulties in the online learning program, trying as best as they could to stay connected despite the physical distance.

I commend Fairfield West Community Hub for being there for the parents and children during such a difficult time and providing the extra support needed at this time.'

Some details 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

Principal

School vision

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 has been proudly educating children for 96 years. The school is set on expansive grounds on the corner of two main roads, with a blend of original and new buildings. Fairfield West Public School is located in South Western Sydney in a low density residential zone in the Fairfield Local Government area. The school is located in one of the most highly multicultural and culturally diverse cities in Australia, with over half of the residents having been born overseas, mostly in non-English speaking countries, with 17% of residents speaking English as their only home language. The school is set in a low socio-economic area reflected in an increasing FOIE.

In 2020 the student population is 724 with a culture enriched by 93% of students with a Language Background Other Than English and 30% of students being Refugees. 82.4% of students speak one of five main languages or dialects at home which are: Assyrian 20%; Arabic 20%; English 17%; Vietnamese 16.4% and Chaldean 9%. There are 17.6% of the students who speak one of 26 additional languages. 2017-2019 data showed a significant increase in the number of refugee students, during 2020 this number remained static due to COVID restricting immigration.

Fairfield West Public school has a seven class Support Unit which provides an integrated and nurturing educational environment for 63 students with special needs, including multi-disabilities. There are classes catering for; Mild Intellectual Disability; Moderate Intellectual Disability and Autism Spectrum Disorder.

In 2020 there were 62 teachers and 15 School Learning Support Officers supporting students with their learning and wellbeing; one Youth Worker assisting students and a Community Liaison Officer who supports students and the community through the Community Hub where uniforms are sold and Breakfast Club is provided daily.

The school has an ongoing commitment to the development and delivery of quality teaching and learning programs, with an emphasis on Literacy, Numeracy and Wellbeing. This is achieved through a solid, strategic professional development plan for all teaching staff. In the mainstream, classes are streamed to support High Potential and Gifted students and appropriate students attend Safety Net Classes. The integration of technology into all areas of teaching and learning helps create a rich, engaging learning environment for students.

Fairfield West Public School offers an extensive sport program, including links with Westfields Sports HS and engagement in the Primary Schools Sports Association program. The school also has a Community Language Program offering Arabic, Assyrian and Vietnamese as well as a specialised Music Program. Fairfield West Public School encourages strong links with our local pre-schools, primary schools and high schools, and a partnership where all members 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.

Strong analysis of internal and external data sources and current research is an essential part of the school evaluation and planning processes. Student survey data reports that 95% of students indicate that Fairfield West Public School has high advocacy and high expectations for success.

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. 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.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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

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

NAPLAN data cannot be included due to the cancellation of NAPLAN in 2020. PLAN2 data was also impacted due to lack of consistency throughout 2020 with different phases of student learning and teacher professional learning to support PLAN2 K-6.

Differentiated professional learning in 2020 was delivered online to adhere to COVID-19 safety regulations. Professional learning included PLAN2: How to - A technical online guide to using PLAN2 and Effective Reading - Phonics and online literacy sessions as part of the Community of Schools group.

Once face to face professional learning recommenced, staff participated in sessions on: Seesaw; Quality Phonics Instruction; Understanding Autism Spectrum Disorder; Picture Exchange Communication System (PECS); Launch, Explore, Summarise; Taking Google Classroom to the Next Level; Prowise Connect; Coding - Tynker and Makecode; Shadow Puppet Edu and Popplet.

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)
<p><i>Has teacher understanding of the importance of teaching vocabulary improved the quality and consistency of vocabulary teaching and driven the improvement of student outcomes as curriculum differentiation has occurred?</i></p> <p>The vocabulary project was impacted due to COVID-19 although, a majority of teacher Professional Learning proceeded, the delivery of the program and the collection of student data couldn't support evidence of impact of the Vocabulary Project.</p> <p>During 2020 teacher professional learning on how to teach and assess vocabulary across all Key Learning Areas was planned. During term 1 all staff participated in professional learning focusing on assessment for and as learning, to improve student outcomes. Whole school professional learning on the Literacy Learning Progressions, specifically vocabulary in writing was implemented. Due to COVID-19 regulations related to face to face professional learning, these planned opportunities did not continue.</p> <p>Staff continued to complete ongoing professional learning online. Courses completed were: Effective Reading-Phonics; What Works Best 2020 update; What Works Best - High Expectations; What Works Best - Explicit Teaching;</p>	<p>Funds were unspent due to COVID-19 restrictions.</p>

Progress towards achieving improvement measures

What Works Best - Effective feedback; What Works Best - Use of data to inform practice; Assessment; What Works Best - Classroom management; What Works Best - Wellbeing; What Works Best - Collaboration and Disability Standards in Education.

Process 2: Gifted and Talented (High Potential and Gifted) Project: Implement a whole school approach to implementation of relevant, quality learning experiences that cater for gifted and talented students.

Evaluation	Funds Expended (Resources)
<p>During 2020 ongoing professional learning around the development of writing programs catering for high potential and gifted students led by Dr Ruth Phillips was planned.</p> <p>Session 1 for stage 2 teachers was implemented in February but the remainder of the sessions during 2020 were postponed to 2021 due to COVID-19 restrictions.</p> <p>Staff continued to implement relevant, quality learning experiences that catered for high potential and gifted students, through the development and implementation of programs that showed evidence of differentiation. This was also evident during Home Learning when students were provided with work according to their needs.</p>	\$6,000.00

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 and support their child's learning?</i></p> <p>Term 1 2020 started strongly with parents engaged in playgroups and applying to attend TAFE courses. This only lasted 7 weeks as the COVID-19 regulations prevented parents and caregivers from entering the premises for the remainder of 2020.</p>	Funds were unspent due to COVID-19 restrictions.

Next Steps

Ongoing professional learning in high potential and gifted education and the implementation of the High Potential and Gifted Education Policy.

Data analysis and the implementation of a variety of regular assessment practices will be a focus in 2021.



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 varied throughout the year due to ongoing changes in COVID-19 regulations and community hesitation about student attendance during the pandemic. During this time the attendance was still a priority for staff at FWPS who continued to contact parents of students who were absent to encourage attendance and support wellbeing.

At point of entry, all new families now complete an enrolment information form which has been developed by the school to secure important information which is utilised to effectively cater for individual student need and for tailored family support. This information is shared with relevant staff.

The TTFM data in 2020 compared to 2019 has fallen slightly in the areas of families feeling welcome at school from 7.6 to 7.3 but it is almost on par with the NSW Govt Norm of 7.4. The .3 decrease may be reflective of families being unable to access the events held at the school due to COVID-19.

Overall, the student voice shows student wellbeing is strong at FWPS and will continue to be an important focus. Due to COVID-19 there may need to be innovative programs developed in the future taking into account health guidelines. Further survey data about student wellbeing is recorded later in the report.

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>All staff members attended a professional learning session on how to accurately mark the roll. Procedures for contacting parents and accurately recording information related to absences on rolls were discussed.</p> <p>Due to the COVID-19 pandemic, attendance levels were significantly affected specifically during semester 1 and term 3, as parents were choosing not to send their children to school. Fairfield was a hotspot and parents were fearful of local transmission. One example of many highlighting this is the attendance rate of a particular year 5 student: 56.8% attendance in term 3, but 93.8% in term 4. Families with up to three siblings had attendance rates drop to as low as 46.9% in term 3.</p>	\$21,355.60

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?

Term 1 School Development Day included a session where stage teams worked together to get to know each other and build effective teams.

Planned whole school team building activities could not occur during 2020 due to COVID-19 restrictions. Individual teams continued to engage in team building activities throughout the year to support wellbeing.

During home learning staff teams met daily online to 'check in' and participate in fun activities to support wellbeing.

Each team scheduled a small end of year team building event to end a challenging year.

Staff attendance in 2019 was at 89.73% and this increased to 90.95% in 2020 indicating that staff were motivated to attend work feeling supported and accepted.

Funds were unspent due to COVID-19 restrictions.

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

Evaluation	Funds Expended (Resources)
<p><i>Are students provided with a variety of opportunities and activities to support all areas of their wellbeing?</i></p> <p>The positive token system continued to be used to reward students for 'Being Safe', 'Being a Good Learner' and 'Being Respectful'. Staff also utilised this system during home learning.</p> <p>Staff called families at least once a week during lockdown to support family and student wellbeing. Once students returned to school, regulations continued to exist about extracurricular activities. Participation in dance, choir and concerts were not allowed so these activities could not be implemented. As students were required to stay in grade groups only, the whole school clubs initiative could not be implemented. Staff ensured that students engaged in sporting, creative arts and music activities in class groups.</p> <p>A Youth Worker was employed throughout 2020 to support students during ongoing changes in the world. The Youth Worker was onsite two days per week during lockdown to support students who continued to attend school. Once students returned full time the Youth Worker supported students to develop their communication skills, resilience, and goal setting capabilities.</p>	\$7,000.00

Next Steps

In 2021 the attendance committee will continue to refine procedures and continue regular meetings with the HSLO.

Regular and ongoing activities and opportunities for both students and staff will continue to be implemented in 2021 to support wellbeing. The school will continue to connect with outside agencies to assist with this.

A Youth Worker will be employed two days a week to work with students to support wellbeing programs.

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 2020 the ability to connect with others face to face changed dramatically. Most connections made between staff and families, and between teachers across schools were done via phone or video conferencing.

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 2020 Fairfield West Public School student networking opportunities were limited to online connections or activities held in grade groups due to COVID-19 regulations. The school continued to identify opportunities for students to connect and these included:</p> <ul style="list-style-type: none">• Students and staff staying connected on a daily basis during home learning via Google classrooms.• Year 6 Middle Schooling, which enabled students to work in classes with different year 6 students and teachers.• Implementing Kindergarten transition which provided the incoming 2021 Kindergarten students the ability to build relationships with staff and other students. This ensured that newly enrolled students have a connection with others before beginning school full time.• Students were able to connect regularly with peers in their class or grade groups but all cross grade and whole school events could no longer exist and mixed playground ceased.• Debating began in term 3 with debates being held via zoom allowing students to connect with students in other schools.	<p>Funds were unspent due to COVID-19 restrictions.</p>

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 2020 Fairfield West Public School was part of a 14 school Community of Schools group. Throughout the year there were 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">• 14 February - two Instructional Leaders (ILs), one Assistant Principal (AP) and two teachers - face to face• 15 May - two ILs, one AP and two teachers via Zoom	<p>\$3,807.00</p>

Progress towards achieving improvement measures

- 19 June - two ILs, one AP and two teachers via Zoom
- 7 August - two ILs, one AP and two teachers via Zoom
- 11 September - two ILs, one AP and two teachers via Zoom
- 30 October - two ILs, one AP and two teachers via Zoom
- 4 December - two ILs, one AP and two teachers via Zoom

2 hour afternoon Teach Meet:

- Term 2 week 2 - Early Stage One - pre-recorded session to watch - four teachers
- Term 2 week 3 - Stage One - pre-recorded session to watch - one AP and 6 teachers
- Term 2 week 4 - Stages 2 and 3 - pre-recorded session to watch - two APs and 14 teachers
- Term 3 week 2 - Early Stage One - pre-recorded session to watch - four teachers
- Term 3 week 3 - Stage One - pre-recorded session to watch - one AP and 6 teachers
- Term 3 week 4 - Stages 2 and 3 - pre-recorded session to watch - two APs and 14 teachers
- Term 4 week 2 - Early Stage One - pre-recorded session to watch - four teachers
- Term 4 week 3 - Stage One - pre-recorded session to watch - one AP and 6 teachers
- Term 4 week 4 - Stages 2 and 3 - pre-recorded session to watch - two APs and 14 teachers

Half day stage based coaching:

- 12 March - Stage 1 - two ILs, one AP and seven Stage 2 teachers
- 15 June - Stage 2 - two ILs, one AP and eight Stage 2 teachers
- 17 August - Stage 3 - two ILs, one AP and eight Stage 3 teachers
- 26 November - Early Stage 2 - two ILs, one AP and three Early Stage 1 teachers

All K-2 classroom teachers were also provided with ongoing opportunities to network during the L3 PL sessions held online. 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 three Kindergarten teachers and five Stage 1 teachers.

Principal engaged each term with colleagues through the Primary Principals' Association including attending a two day conference and State Council meetings via zoom.

Principal was a Principal facilitator for the Aspiring Principal Leadership Program working with the School Leadership Institute and the University of Wollongong.

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>Most connections made between staff and families, and between teachers across schools were done via phone or video conferencing. During lockdown staff were calling families weekly to check in on wellbeing.</p> <p>The Community Liaison Officer (CLO) regularly connected with families via the phone and onsite. Teachers were supported by the CLO with translating when required.</p>	\$45,807.00

Next Steps

The Community Hub will begin to operate groups and activities that adhere to COVID - 19 regulations during 2021 providing a variety of opportunities for parents and carers to connect.

Teachers will continue in 2021 to have opportunities to network across the 14 schools in the Community of Schools group.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,187.00 Flexible	<p>The \$4,187.00 was used for staffing release to meet with families and develop Personalised Learning Pathways (PLPs).</p> <p>100% of Aboriginal students had a developed PLP.</p> <p>Invitations were sent to: Aboriginal parents and carers; Elders; local or regional AECG and community members for contribution to the plans.</p> <p>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 2020, 100% of Aboriginal students achieved their goals set out in their Personalised Learning Pathways.</p>
English language proficiency	3.4 staffing allocation (\$371,906.00) \$39,543.00 Flexible	<p>The 3.4 staffing allocation was used to employ teachers to create three extra classes. The remaining 0.4 staffing allocation was used to employ a teacher two days a week to provide intensive small group literacy sessions.</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. 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 (\$229,706.00) \$129,455.00 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>Flexible funds were used for the employment of an additional teacher 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 Personalised Learning and Support Plans (PLaSPs). 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>

Quality Teaching, Successful Students (QTSS)	1.379 Staffing allocation (\$150,841.00)	<p>The 1.379 staffing allocation was shared amongst the executive team to be released from class to mentor, work and support team members with various aspects of teaching and learning.</p> <p>All teachers had the opportunity to observe teachers in their classrooms and demonstrate effective teaching strategies.</p> <p>During team meetings staff monitored student performance data across the school and ensured programs were 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>
Socio-economic background	1.2 Staffing allocation (\$131.261.00) \$1,168,739.00 Flexible	<p>The 1.2 staffing allocation and additional flexible funds were used to employ the following staff members. The employment of an additional six teachers and three SLSOs to maximise student engagement through early intervention. Extra SLSOs were employed when new students requiring transition support entered the school.</p> <p>Flexible funds were used to release teachers from class in stage groups twice a term to cooperatively plan units of work.</p> <p>A daily Breakfast Club was implemented by staff to provide a healthy start to the day for 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 the end of year incursion to ensure all students had equal opportunity to participate.</p>
Support for beginning teachers	\$62,229.00	<p>The employment of extra staff using the funds ensured permanent and temporary beginning teachers were released from their program each week to improve teaching practice through mentoring and pedagogical discussions.</p> <p>Mentors were 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 held online.</p>
Targeted student support for refugees and new arrivals	1.4 teacher allocation 1.0 SLSO allocation \$89,708.00 Flexible	<p>100% of refugee students were catered for through the development of classes to implement for the New Arrival Program.</p> <p>The allocated funding was used to subsidise the purchase of engaging resources to support Literacy and Numeracy learning,</p>

Targeted student support for refugees and new arrivals	1.4 teacher allocation 1.0 SLSO allocation \$89,708.00 Flexible	including books, magnetic letters and numbers, phonics games and vocabulary cards. Increased communication with Refugee students and families was achieved through the employment of the multilingual SLSOs. The NAP staffing allocation was used to employ additional teachers to establish NAP classes. 1.4 is the term 4 NAP staffing allocation which changed throughout the year according to refugee enrolments. 1.0 allocation was also given in term 4 for the employment of an Arabic speaking SLSO to support language acquisition in the NAP classes.
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	390	405	399	386
Girls	365	364	373	338

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.1	92.9	91.1	91.8
1	93.7	93	90.5	91.5
2	93.6	94.1	94	91.7
3	94.3	95	93.6	93
4	93.7	94.7	94.1	93.3
5	94.8	94.9	93.8	93
6	92.5	95.1	93.6	93.7
All Years	93.7	94.3	93	92.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	31.44
Literacy and Numeracy Intervention	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	2.6

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,747,680
Revenue	9,824,998
Appropriation	9,633,358
Sale of Goods and Services	35,309
Grants and contributions	133,249
Investment income	2,978
Other revenue	20,104
Expenses	-9,891,425
Employee related	-8,611,943
Operating expenses	-1,279,482
Surplus / deficit for the year	-66,427
Closing Balance	1,681,253

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 summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	125,390
Equity Total	2,074,788
Equity - Aboriginal	4,187
Equity - Socio-economic	1,300,000
Equity - Language	411,449
Equity - Disability	359,152
Base Total	5,992,906
Base - Per Capita	198,286
Base - Location	0
Base - Other	5,794,620
Other Total	1,041,917
Grand Total	9,235,001

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

STAFF SURVEY - SCHOOL CULTURE TERM 2 2020:

Staff indicated the following were significant in shaping the positive school culture at FWPS:

- Extensive and relevant Professional Learning provided
- Conducive and supportive learning environments
- Inclusive wellbeing programs offered to all students
- Consistent behaviour management across K-6
- Strong ICT integration in all classes
- Range of extra-curricular activities for students
- High levels of communication
- Collaborative staff

STAFF VOICE: TTFM STAFF SURVEY September 2020 - LEADERSHIP:

Data received was strong, with a value 9.0 (+1.9%) out of 10 compared to NSW Govt Norm of 7.1. This indicates that staff feel that the leadership at the school help them create new learning opportunities for students, establish challenging and visible learning goals for students, help improve their teaching and create a safe and orderly learning environment for students.

STAFF VOICE: TTFM STAFF SURVEY September 2020 - COLLABORATION:

Data received was strong, with a value of 9.0 (+1.2%) out of 10 compared to a NSW Govt Norm of 7.8. This indicates that staff work with other teachers about developing common learning opportunities and strategies that increase student engagement. Staff also discuss assessment strategies.

STAFF VOICE: TTFM STAFF SURVEY September 2020 - DATA INFORMS PRACTICE:

Data received was strong, with a value of 9.0 (+1.2%) out of 10 compared to NSW Govt Norm of 7.8. Even though the value at FWPS is above the NSW Govt Norm, the executive team believe that this value should be higher to ensure all teaching and learning caters for individual student needs. This is another indication as to why the understanding and use of assessment will be a focus for 2021.

PARENT VOICE: TTFM PARENT SURVEY September 2020:

The parent/carer response to surveys was exceptionally limited. In the 2019 survey results and again in the 2020 there were 13 respondents from over 524 families, the equivalent to 2%. In the area of parents being informed, the result has also fallen from a value of 7.4 in 2019 to a value of 6.7, but this is still above the NSW Govt of 6.6.

The staff believe these results are due to COVID-19 and the inability to attend the school premises during most of 2020. Ongoing information has been provided via newsletter, the website and Skoolbag app but parent inability to attend morning assemblies may also be a reason for these results.

The data also indicated that parents/carers feel the school is inclusive and gave a value of 7.1 compared to the NSW Govt Norm of 6.7.

Overall, parent feedback is to be considered but is representative of only 2% of the community we serve. COVID-19 also placed greater restrictions than usual on being able to collect parent feedback as they were not able to come onto school grounds.

STUDENT VOICE: TTFM STUDENT SURVEY September 2020:

Students at FWPS have had a strong sense of belonging at school and these results have been consistently higher than Statistically Similar Schools Group (SSSG) and State percentages. Results at FWPS have been at least 10% higher than SSSG and at least 15% higher than State since 2017.

October 2020, 79% of students feel a strong sense of belonging compared to the NSW Govt Norm of 81%. This FWPS results is down 4% from the June results of 83%. These results may be reflective of the cumulative effect of the limited engagement of students with school and wellbeing activities due to health regulations.

Tell Them From Me survey data in the area of advocacy at school results have been consistently higher than SSSG and State percentages. Results at FWPS have been at least 9% higher than SSSG and at least 23% higher than State since 2017.

In October 2020, student results show a value of 8.5 in the area of advocacy at school compared to a value of 8.7 in June 2020. Even though this result has declined slightly, it is still above the NSW Govt Norm of 7.7, although still reflective of students feeling the effects of changes to the school environment post COVID-19.

Student expectations for success at FWPS has also shown results that are consistently higher than SSSG and State percentages. Results at FWPS have been at least 5% higher than SSSG and at least 13% higher than State since 2017.

In October 2020, student results show a value of 9.2 in the area of expectations for success compared to a value of 9.3 in June 2020. Even though this result has declined slightly, it is still above the NSW Govt Norm of 8.7.

This has resulted in FWPS falling in the high advocacy, high expectations quadrant with a percentage of 96 compared to SSSG of 82% and state of 67%. In the high belonging, high expectations quadrant FWPS had a score of 86% compared to SSSG of 73% and state 66%.

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.

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.

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.