

2021 Annual Report

Fairfield West Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 2021, a year that presented with many challenges in education and in the world, due to COVID-19. The leadership team, teachers and support staff managed to provide home learning for 647 children in partnership with parents/carers during term 3 and various other times throughout the year. I would like to extend a big thank you to all staff, parents and carers for their amazing support and contributions.

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, and the strong learning outcomes achieved. The recognition of the learning outcomes was highlighted and reported in various articles published including The Australian and The Sydney Morning Herald. Two students appeared on The Today Show further showcasing the high quality learning from home being provided by Fairfield West Public School. Strong NAPLAN results outlined in this report are also evidence of the high-quality teaching and learning programs provided at, and by Fairfield West Public School.

Each year the same school is different, due to the programs and the people who make up the school. In 2021, the programs provided as outlined in the School Improvement Plan coupled with the human resources made it a very successful academic year for students, however, it is the students who must receive the highest accolades as it is they who achieved strong growth and achievement of results.

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.

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

To foster an environment that has high expectations for everyone, ensuring that each student and teacher be the best version of themselves by: coming to school every day to learn; never giving up when challenged academically, socially, emotionally or physically; and caring for themselves, others, the learning community and the world.

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 2021 the student population is 657 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 remaining 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 an eight class Support Unit providing an integrated and nurturing educational environment for 70 students with special needs, including multi-disabilities. There are classes catering for; Mild Intellectual Disability; Moderate Intellectual Disability and Autism Spectrum Disorder.

In 2021 there are 88 members of staff: including 63 teachers of which 24 (38%) have been teaching five years or less. There are 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.

A Situational Analysis was completed after a comprehensive evaluation of school programs and processes utilising surveys, focus groups and the analysis of data. This analysis highlights the importance of: Attendance; Wellbeing; Literacy and Numeracy learning as an ongoing focus for 2021-2024. As a result the school's priorities will be:

- the structured and systematic teaching of phonics to maximise students decoding skills
- the explicit teaching of reading
- the explicit teaching of comprehension both literal and inferential to increase vocabulary and understanding
- the use of data driven practices across K-6 to identify student need and plan differentiated learning experiences across all Key Learning Areas with particular focus on high potential and gifted students
- supporting student wellbeing, resilience and classroom management through a range of programs
- working mathematically
- high expectations
- attendance
- strategic intervention to support students who have been identified as needing additional support
- quality feedback

The school will continue to consider the strategic resourcing of its plan to support the achievement of its targets. This will

include the employment of expert curriculum consultants, staff to support wellbeing and engagement initiatives and staff to support the individual needs of students.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
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: Student growth and attainment

Purpose

MAKE learning powerful by using evidence informed teaching, analysis of student data and evaluation of student growth to design and implement differentiated reading and numeracy learning experiences for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Potential and Gifted (HPGE) - Intellectual Domain
- Instructional Leader Initiative

Resources allocated to this strategic direction

Professional learning: \$53,733.41
Literacy and numeracy: \$33,389.71
Socio-economic background: \$935,714.52
English language proficiency: \$448,471.80
Refugee Student Support: \$85,329.99
Integration funding support: \$21,727.07
Early Action for Success (EaFS): \$343,026.00
Low level adjustment for disability: \$364,892.95
QTSS release: \$148,444.23
Literacy and numeracy intervention: \$58,861.95

Summary of progress

High Potential and Gifted (HPGE)

In 2021, teachers engaged in professional learning to develop their knowledge of how to effectively implement the HPGE policy. 74 staff members were engaged in a professional learning session to gain a deep understanding of high potential and giftedness in diverse backgrounds. Ongoing professional learning was planned for Semester 2, however, this was postponed due to the COVID lockdown.

The Instructional Leader Team analysed data with paraprofessional, Dr Ruth Philips, in order to identify focus areas. The targets for 2021 were to increase the percentage of students in the top two bands in reading and numeracy, in particular, with inferential comprehension and word problems in mathematics. Teachers worked alongside Instructional Leaders to deliver explicit teaching strategies embedding deliberate practice into their teaching and learning programs that catered for individual needs, including high potential and gifted students.

In 2022, staff will continue to participate in professional learning with paraprofessional Dr Ruth Philips. The Instructional Leader Team will continue to work alongside staff and deliver explicit lessons and engage in deliberate practice, with a focus on reading and numeracy. Staff will have opportunities to implement the HPGE policy, through further professional learning provided by the Department of Education and executive HPGE members.

Instructional Leader Initiative

The focus for 2021 was on the use of highly effective teaching practices to improve student learning outcomes. These practices included data-driven programming and deliberate practice, where teaching and learning is purposeful and systematic. The Instructional Leader Team (comprising of the Deputy Principal, 2 Early Action for Success Instructional Leaders and 5 Assistant Principals) worked shoulder to shoulder with teachers in classrooms to build student and teacher capacity in both literacy and numeracy. This included supporting teachers in differentiating instruction and in strategically planning appropriate targeted interventions.

Teachers were supported in developing and implementing effective practices to systematically collect, analyse, track and monitor student progress with a focus on the areas of Understanding Texts and Multiplicative Thinking.

In literacy, NAPLAN and school-based data showed that students needed further development in reading comprehension, and that teachers needed professional learning in explicitly teaching comprehension strategies. All teachers worked with an external paraprofessional to improve questioning techniques with a focus on literal, inferential and evaluative questioning. These questioning techniques were embedded in a structured literacy session that comprised of modelled, guided and independent reading and writing; and NAPLAN style texts and questioning that

included timely feedback and interventions.

In numeracy, a whole school assessment was developed that aligned with the numeracy progressions and supported staff in the creation and implementation of numeracy learning sprints with a focus on multiplicative strategies. Students engaged with multiplicative strategies daily as part of a structured numeracy block that also included number talks, a NAPLAN focus and mathematical word problems. A consistent approach to teaching students how to solve mathematical word problems was also created and implemented across the school.

The continuation of these initiatives in 2022 is required as gains made in Semester 1 were not able to be consolidated fully in the second semester, due to COVID-19 interruptions. Also, survey data indicated that 40% of teachers were not confident in using PLAN2 data and hence data-driven programming will remain a strong focus.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students in the top two bands in NAPLAN Reading by a minimum of 3.5% from the baseline.	Data indicates the percentage of students in the top two bands of NAPLAN Reading has increased by 19.1% from the baseline.
Increase the percentage of year 5 students achieving expected growth in NAPLAN Reading by a minimum of 3.5% from the baseline	Data indicates the percentage of Year 5 students achieving expected growth in NAPLAN Reading has increased by 32.97% from the baseline.
Increase the percentage of students in the top two bands in NAPLAN Numeracy by a minimum of 2.5% from the baseline.	Data indicates the percentage of students in the top two bands of NAPLAN Numeracy has increased by 15.11% from the baseline.
Increase the percentage of year 5 students achieving expected growth in NAPLAN Numeracy by a minimum of 2% from the baseline.	Data indicates the percentage of Year 5 students achieving expected growth in NAPLAN Numeracy has increased by 24.41% from the baseline.
Value added data in SCOUT for K-3, years 3-5 and years 5-7 continue to show Excelling.	Value added K-3 data is not available for 2021 due to changes to the Best Start Kindergarten assessment in 2018. Value Added data in SCOUT continues to show Excelling for years 3-5 and years 5-7.
A 2% increase in the percentage of students achieving expected attainment in reading benchmarks as evidenced by school based data.	At the end of 2021 there was a: 62% decrease in Kindergarten students achieving expected attainment in reading benchmarks as evidenced in school based data compared to February 2021; 2% decrease in Year 1 students achieving expected attainment in reading benchmarks as evidenced in school based data compared to February 2021; 3% decrease in Year 2 students achieving expected attainment in reading benchmarks as evidenced in school based data compared to February 2021; 0% increase in Year 3 students achieving expected attainment in reading benchmarks as evidenced in school based data compared to February 2021; 3% decrease in Year 4 students achieving expected attainment in reading benchmarks as evidenced in school based data compared to February 2021;

<p>A 2% increase in the percentage of students achieving expected attainment in reading benchmarks as evidenced by school based data.</p>	<p>18% increase in Year 5 students achieving expected attainment in reading benchmarks as evidenced in school based data compared to February 2021;</p> <p>12% increase in Year 6 students achieving expected attainment in reading benchmarks as evidenced in school based data compared to February 2021.</p>
<p>A 2% increase in the percentage of students achieving expected attainment in numeracy benchmarks as evidenced by school based data.</p>	<p>Due to the impact of COVID-19 on students the most reliable data collected in 2021 was PAT data.</p> <p>In December 2021:</p> <p>46.4% of students in Kindergarten scored in the cohort's recorded top 3 bands;</p> <p>74.1% of students in Year 1 scored in the cohort's recorded top 3 bands;</p> <p>39.8% of students in Year 2 scored in the cohort's recorded top 3 bands;</p> <p>31.9% of students in Year 3 scored in the cohort's recorded top 3 bands;</p> <p>56.7% of students in Year 4 scored in the cohort's recorded top 3 bands;</p> <p>38.4% of students in Year 5 scored in the cohort's recorded top 3 bands;</p> <p>46.7% of students in Year 6 scored in the cohort's recorded top 3 bands.</p> <p>The Year 5 cohort results are evident of the impact of lockdown on this cohort of students. The Year 5 students in May 2021 had 53% of students achieving in the top 3 bands in NAPLAN but in Term 4 after lockdown, only 38.4% achieved in the top 3 bands in PAT.</p>

Strategic Direction 2: CREATE Empowered People

Purpose

CREATE empowered students and families who connect with the school to share in the responsibility for learning and wellbeing at home and at school.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive Partnerships Healthy Community
- Connect, Succeed, Thrive and Learn

Resources allocated to this strategic direction

Socio-economic background: \$90,725.87

Summary of progress

Positive Partnerships and Healthy Community

The focus for 2021 was continuing to strengthen connections between families and the school that promote student learning and high expectations.

Building connections face to face was limited during 2021 as parents were only allowed on site during Term 2. During this time English classes were held in the Community Hub as well as a playgroup for preschool aged students. A virtual playgroup continued at other times during the year but parents were unable to engage with online English classes for various reasons.

The school developed systems and processes to ensure communication with students and families throughout the year was regular even though families were not allowed on site. Each teacher had a communication log to record calls to families and parent/teacher interviews were held via telephone. During the Term 3 learning from home period a whole school system was developed and implemented to ensure a weekly call was made to each family. The focus of these calls was to discuss student engagement in learning as well as check on student and family wellbeing.

The Community Liaison Officer was instrumental in communicating with the Arabic speaking community through phone calls and translated materials.

In 2022, the Community Liaison Officer will continue to be employed to support community engagement and a family-school action team will be established to coordinate partnership plans.

Connect, Succeed, Thrive and Learn

The focus for 2021 has been on creating empowered students and families who connect with the school through the Connect, Succeed, Thrive and Learn initiative. This initiative aimed to address the wellbeing needs of students, with a particular focus on supporting their social and emotional development. It is based on the idea that everyone is inherently worthy and that our connection to one another is what matters most. Building and nurturing relationships through explicitly teaching empathy and compassion has helped students feel more connected and able to thrive and learn.

Two projects within this initiative were the Attendance and Student Wellbeing projects.

Regular attendance is important for every student so that students are able to achieve their potential. There has been a focus on communication with parents as partners in the responsibility for promoting the regular attendance of students. The part time attendance coordinator has worked alongside students, staff and families to achieve the attendance goals.

In the classroom, building and nurturing relationships through explicitly teaching empathy and compassion has helped students feel more connected, and able to focus on succeeding without distractions. The part time Youth Worker has worked closely with students in years 4 and 6 to teach social skills in small group settings, whilst supporting and guiding students in the playground.

During COVID lockdown students were excited by personal postcards from the principal and videos of teachers, which helped them stay connected to their school environment. In addition to this, a variety of staff members dedicated their time to contacting families in their home language to provide educational and personal support.

In 2022 specialised staff and all staff will continue to be employed to support student attendance and wellbeing.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the number of students attending more than 90% of the time by 1.7%.	The number of students attending greater than 90% of the time or more has decreased by 2.2%, due to the impacts of COVID.
In the key dimensions of 'Connecting Learning at Home and at School' and 'Build community and Identity' the school is achieving at the level of Building as measured by the School Assessment Tool.	<p>In the key dimensions of 'Connecting Learning at Home' the school is achieving at the level of Building as measured by the School Assessment Tool.</p> <p>In the key dimensions of 'Build community and Identity' the school is achieving at the level of Developing as measured by the School Assessment Tool, due to the impacts of COVID.</p>
Students reporting as having Positive Relationships, as measured by the Tell Them From Me survey, is at or above the NSW Government Norm.	<p>The Positive Relationships questions has been removed from the Tell Them From Me data in 2021.</p> <p>76% of students indicate that they have a positive sense of belonging by feeling accepted by their peers and by others at their school.</p>
An improvement in the number of parents/carers participating in discussions with staff regarding student progress.	In 2021 there was a 16% increase in the number of students who had a parent/caregiver attend parent teacher interview compared to 2020. Phone calls made to parents/carers increased home/school connections.

Strategic Direction 3: DEVELOP powerful leaders and teachers

Purpose

DEVELOP powerful leaders and teachers who contribute towards whole-school and system improvement through participation in continuous differentiated professional learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Professional Learning
- High Impact Leadership

Resources allocated to this strategic direction

Socio-economic background: \$4,620.00

Summary of progress

High Impact Professional Learning

In 2021, the primary focus was on developing a deeper understanding of creative and critical thinking capabilities with a strong focus on comprehension for K-6 staff. Staff consolidated their understanding of the capabilities through reflective practice, collaborative professional learning and the implementation of evidence-based research.

The Instructional Leaders attended professional learning sessions with a paraprofessional. The Instructional Leaders then shared the findings and strategies with their respective teams as well as delivering model lessons. Stage teams, via Zoom, shared and discussed the implementation of these strategies collaboratively with the paraprofessional. The basis of the discussions were focussed on printed text selection, higher order questioning techniques and the effective use of multimodal texts.

In 2022, the school will continue to work with the paraprofessional with a definitive focus towards the school's targets. This will consolidate the consistency of the practices across the school.

High Impact Leadership

The focus for 2021 was developing teachers' confidence and capacity as leaders by establishing an Aspiring Leaders Team. Staff responded to an EOI for inclusion. Selected teachers met with the principal and senior executive staff on a regular basis during Semester 1, shifting to online meetings in Semester 2.

During Term 2 the team members read a leadership text 'Five Dysfunctions of a Team' and worked in pairs to present a summary of one of the chapters during weekly meetings. Staff also engaged in evidence-based professional learning about leading an effective team.

The School Leadership Institute Leadership for Learning Frameworks were shared and discussed with the team and team members compared the Leadership for Learning Frameworks with the '5 Dysfunctions of a Team' through collaborative discussions.

Team members were also given the opportunity to organise whole school events, relieve as Assistant Principals and lead curriculum committees. This provided team members the chance to develop and apply their learning to real world situations.

Staff survey results indicate that 90% of participants strongly agree that engaging in professional readings on leadership improved their understanding of how to be part of an effective team and 100% strongly believed it improved their understanding of how to lead a team.

Participants could clearly articulate the ways in which the aspiring leader program has improved their understanding of leadership and the impact it has had on their practice stating, "After the reading, I developed the understanding that 'productive conflict' is crucial in an effective team and that passionate dialogue around issues and decisions are key in building strength, resilience, and leads to the success of a team."

Survey data was essential in evaluating the success of the program and a similar data collection process will be used again next year, as well as introducing a pre-program survey data to compare and measure overall growth. Additional

data included PDP analysis and job application success rate, both of which demonstrated positive outcomes of the aspiring leaders team.

Next year the focus in this initiative will be extending the leadership professional learning and experiences for staff currently in the Aspiring Leadership Team and establishing another Aspiring Leadership Team for interested staff with the aim of continuing to develop capable and confident leaders in a culture of high expectations and improvement.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers reporting effective Collaboration, as measured in the Tell Them From Me Survey, increased by 1.5% from baseline.	Tell Them From Me Survey data shows the school Collaboration results are 9.0, which is the same as the baseline data. Although the data indicates no growth, the school is still achieving 2.2 above the NSW Govt Norm.
Excelling in one or more of the themes within the element Collaborative and applied professional learning strengthens teaching practice of the High Impact Professional Learning (HIPL) model.	School survey data shows that 86% of staff agree that their professional dialogue with their colleagues have increased as a direct result of working with the literacy paraprofessional in 2022.
Excelling in one or more of the themes within the element of Effective Classroom Practice as measured by the School Excellence Framework.	In the School Excellence Framework Self Evaluation Survey, FWPS is excelling in all four themes within the element of Effective Classroom Practice.
School survey data reports that there is strengthened confidence and capacity of leaders to effectively lead others in a culture of high expectations and improvement.	School survey data reports that 100% of participants agree or strongly agree with the statement that participating in the aspiring leaders team has improved their confidence and capacity to effectively lead others in a culture of high expectations and improvement.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$85,329.99</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leader Initiative <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing of 1 full time School Support Learning Officer (SLSO) for targeted interventions to support student outcomes in literacy and numeracy across K-6. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - 37.50% of students achieving in the top two bands on NAPLAN Reading in 2021; - 32.81% of students achieving in the top two bands on NAPLAN Numeracy in 2021; - 78.57% of Year 5 students achieved the expected growth in NAPLAN Reading in 2021; - 85.71% of Year 5 students achieved the expected growth in NAPLAN Numeracy in 2021. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue the employment of School Learning and Support Officers to support the literacy and numeracy outcomes for students from a refugee background and to support students to clarify learning in their home language.
<p>Integration funding support</p> <p>\$21,727.07</p>	<p>Integration funding support (IFS) allocations support eligible students at Fairfield West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leader Initiative <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a part time SLSO to provide additional support for funded students; • regular meetings between all stakeholders. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - 100% of funded students have accessed the curriculum across all Key Learning Areas; - all stakeholders having relevant and current information about student needs to inform planning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - students who identify as requiring ongoing funding support will continue to receive allocated time related to funding.
<p>Socio-economic background</p> <p>\$1,031,060.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fairfield West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Socio-economic background</p> <p>\$1,031,060.39</p>	<p>including:</p> <ul style="list-style-type: none"> • Instructional Leader Initiative • High Potential and Gifted (HPGE) - Intellectual Domain • Positive Partnerships Healthy Community • Connect, Succeed, Thrive and Learn • High Impact Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the employment of a specialist to support student learning in literacy, numeracy and High Potential and Gifted education; • additional staffing to support the implementation of targeted literacy and numeracy programs across K-6; • employment of a part time Community Liaison officer to increase community engagement; • employment of a part time coordinator to monitor attendance; • employment of part time Youth worker to support student engagement. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - students achieving in the top two bands for NAPLAN Reading exceeded the 2021 projected upper bound target by 10.6%; - students achieving in the top two bands for NAPLAN Numeracy exceeded the 2021 projected upper bound target by 7.2%; - year 5 students achieving at or above the expected growth for NAPLAN Reading exceeded the 2021 projected upper bound target by 22.8%; - year 5 students achieving at or above the expected growth for NAPLAN Numeracy exceeded the 2021 projected upper bound target by 17.4%; - at the end of term 2 2021, 77.1% of students were attending school more than 90% of the time. This is 18.2% above the DoE state average of 58.9% and 23.2% above the SSSG average of 53.9%. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue to provide staff with ongoing professional development in reading, numeracy and High Potential and Gifted education; - to continue to employ additional staff to support the implementation of targeted literacy, numeracy and attendance programs across K-6, to further build on the strong results from 2021.
<p>Aboriginal background</p> <p>\$5,052.92</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fairfield West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans; • an Aboriginal Education action plan for Fairfield West Public School developed. <p>The allocation of this funding has resulted in:</p> <p>One year 6 student achieving:</p> <ul style="list-style-type: none"> - 17.6% above the SSSG average in the Term 2 Check In Assessment Reading; - 10.5% above the State average in the Term 2 Check In Assessment Reading; - 25.3% above the SSSG average in the Term 4 Check In Assessment Reading; - 20.2% above the State average in the Term 4 Check In Assessment

<p>Aboriginal background</p> <p>\$5,052.92</p>	<p>Reading and;</p> <ul style="list-style-type: none"> - 36.6% above the SSSG average in the Term 2 Check In Assessment Numeracy; - 28.6% above the State average in the Term 2 Check In Assessment Numeracy; - 30.2% above the SSSG average in the Term 4 Check In Assessment Numeracy; - 23.7% above the State average in the Term 4 Check In Assessment Numeracy; <p>Another year 6 student achieving:</p> <ul style="list-style-type: none"> 32.6% above the SSSG average in the Term 2 Check In Assessment Reading; 25.5% above the State average in the Term 2 Check In Assessment Reading; 25.3% above the SSSG average in the Term 4 Check In Assessment Reading; 20.2% above the State average in the Term 4 Check In Assessment Reading <p>and;</p> <ul style="list-style-type: none"> - 29.1% above the SSSG average in the Term 2 Check In Assessment Numeracy; - 21.1% above the State average in the Term 2 Check In Assessment Numeracy; - 30.2% above the SSSG average in the Term 4 Check In Assessment Numeracy; - 23.7% above the State average in the Term 4 Check In Assessment Numeracy. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue to deliver differentiated and personalised support to Aboriginal students.
<p>English language proficiency</p> <p>\$448,471.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Fairfield West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leader Initiative <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of 3 additional teachers to implement co-teaching programs that provide intensive support for all students from EAL/D backgrounds; • employment of an additional bilingual SLSO to support communication. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - 37.50% of students achieving in the top two bands on NAPLAN Reading in 2021; - 32.81% of students achieving in the top two bands on NAPLAN Numeracy in 2021; - 78.57% of Year 5 students achieved the expected growth in NAPLAN Reading in 2021; - 85.71% of Year 5 students achieved the expected growth in NAPLAN Numeracy in 2021. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue to employ additional staff to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds; - to continue to employ an additional bilingual SLSO to support communication.
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Fairfield West Public School in mainstream classes who have a</p>

<p>\$364,892.95</p>	<p>disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leader Initiative <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of 3 additional teachers, allowing Assistant Principals to work as Instructional Leaders in literacy and numeracy. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - 10% less Year 3 students in the bottom two bands for NAPLAN numeracy; - 34% less Year 5 students in the bottom two bands for NAPLAN reading; - 20% less students in the bottom two bands for NAPLAN numeracy. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue to employ 3 additional teachers to allow Assistant Principals to work as Instructional Leaders in literacy and numeracy; - providing support for targeted students within the classroom through the employment of 3 additional teachers, allowing Assistant Principals to work as Instructional Leaders in literacy and numeracy.
<p>Literacy and numeracy</p> <p>\$33,389.71</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Fairfield West Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Potential and Gifted (HPGE) - Intellectual Domain <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist to unpack evidence-based approaches with all staff to teaching reading comprehension in relation to High Potential and Gifted Education (HPGE); • additional staffing employed to replace teachers for engagement in professional learning in High Potential and Gifted Education to support student learning. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - increased capacity of all teachers to embed effective practices in the explicit teaching of reading comprehension, resulting in improved student results; - 20% more of Year 3 students in the top two bands for NAPLAN reading in 2021 compared to 2019; - 13% more of Year 3 students in the top two bands for NAPLAN numeracy in 2021 compared to 2019; - 14% more of Year 5 students in the top two bands for NAPLAN reading in 2021 compared to 2019; - 12% more of Year 5 students in the top two bands for NAPLAN numeracy in 2021 compared to 2019. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue to engage a specialist to provide professional learning in High potential and Gifted Education.
<p>Early Action for Success (EAfS)</p> <p>\$343,026.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Fairfield West Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p>

<p>Early Action for Success (EAFS)</p> <p>\$343,026.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leader Initiative <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of two Deputy Principal Instructional Leaders (EAFS) to mentor staff to deliver evidenced-based literacy and numeracy programs driven by data analysis. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - 22% of Kindergarten students at or above expected reading level; - 70% of Year 1 students at or above expected reading level; - 70% of Year 2 students at or above expected reading level; - 81% of Year 3 students at or above expected reading level; - 35% of Year 4 students at or above expected reading level; - 52% of Year 5 students at or above expected reading level; - 75% of Year 6 students at or above expected reading level. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - targeted support by Instructional Leaders in evidence-based practices for middle years student to improve outcomes.
<p>QTSS release</p> <p>\$148,444.23</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fairfield West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leader Initiative <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • the employment of an additional teacher to release a Deputy Principal from class to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in:</p> <p>Average NAPLAN growth score for year 5 students was:</p> <ul style="list-style-type: none"> - 37.9% above the State and 29% above SSSG in reading; - 4.9% above the State and 8.4% above SSSG in writing; - 7.5% above the State and 3.8% above SSSG in spelling; - 49.4% above the State and 39.7% above SSSG in grammar and punctuation; - 39.9% above the State and 36.4% above SSSG in numeracy. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue to employ an additional teacher to release a Deputy Principal from class to support staff collaboration in the implementation of high-quality curriculum.
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Fairfield West Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leader Initiative <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted

<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan;</p> <ul style="list-style-type: none"> • employment of a School Learning Support Officer to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Year 3 students in the top two bands for NAPLAN reading are 10.4% above Statistically Similar Schools Group (SSSG); - Year 3 students in the top two bands for NAPLAN numeracy are 10.7% above Statistically Similar Schools Group (SSSG); - Year 5 students in the top two bands for NAPLAN reading are 6.6% above Statistically Similar Schools Group (SSSG); - Year 5 students in the top two bands for NAPLAN numeracy are 17.5% above Statistically Similar Schools Group (SSSG). <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue to implement literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan; - to continue the employment of a School Learning Support Officer to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy.
<p>COVID ILSP</p> <p>\$511,332.33</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to implement small group tuition; • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Year 4 students in the COVID ILSP group answered 59.6% of reading comprehension questions correct in the Check-in Assessment. This is 7.2% above the school, 9.9% above SSSG and 1.8% above the State; - Year 4 students in the COVID ILSP group answered 70.4% of number sense and algebra questions correct in the Check-in Assessment. This is 10.0% above the school, 19.0% above SSSG and 11.3% above the State results; - Year 6 students in the COVID ILSP group answered 79.4% of reading comprehension questions correct in the Check-in Assessment. This is 11.3% above the school, 9.4% above SSSG and 2.8% above the State results; - Year 6 students in the COVID ILSP group answered 85% of number sense and algebra questions correct in the Check-in Assessment. This is 16.5% above the school, 17.6% above SSSG and 10.4% above the State results. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	405	399	386	343
Girls	364	373	338	301

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.9	91.1	91.8	93.8
1	93	90.5	91.5	93.6
2	94.1	94	91.7	93.4
3	95	93.6	93	93.7
4	94.7	94.1	93.3	94
5	94.9	93.8	93	93.3
6	95.1	93.6	93.7	94.7
All Years	94.3	93	92.6	93.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Fairfield West Public School has continued to implement successful procedures to manage and improve student attendance. The employment of an attendance coordinator two days a week has had a significant positive impact on student attendance. The coordinator has provided ongoing training and regular updates for staff in relation to roll marking and attendance follow-up procedures; continued to focus on unjustified attendances; shared attendance targets and progressive data with the school community; tracked individual attendance for student rewards; met weekly with the Home School Liaison Officer and frequently communicated with parents/carers via the newsletter.

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	29.2
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.2
Teacher ESL	3.6
School Administration and Support Staff	11.06
Other Positions	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,681,253
Revenue	9,879,559
Appropriation	9,731,669
Sale of Goods and Services	67,519
Grants and contributions	78,813
Investment income	1,258
Other revenue	300
Expenses	-9,946,923
Employee related	-8,507,608
Operating expenses	-1,439,315
Surplus / deficit for the year	-67,364
Closing Balance	1,613,889

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.

	2021 SBAR Adjustments (\$)
Targeted Total	107,093
Equity Total	2,130,405
Equity - Aboriginal	5,053
Equity - Socio-economic	1,300,000
Equity - Language	460,459
Equity - Disability	364,893
Base Total	5,768,912
Base - Per Capita	190,774
Base - Location	0
Base - Other	5,578,138
Other Total	994,032
Grand Total	9,000,443

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.

Parent/caregiver, student, teacher satisfaction

STAFF VOICE: TTFM STAFF SURVEY October 2021 - LEADERSHIP:

Data received was strong, with a value 9.0 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 October 2021 - COLLABORATION:

Data received was strong, with a value of 9.0 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 October 2021 - DATA INFORMS PRACTICE:

Data received was strong, with a value of 8.9 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 continue be a focus for 2022.

PARENT VOICE: TTFM PARENT SURVEY October 2021:

The parent/carer response to surveys was exceptionally limited. In the 2021 there were 26 respondents from over 467 families, the equivalent to 6%.

The data indicated that parents/carers feel they are informed and gave a value of 7.6, which is an increase on 2020 result of 6.7. This is also above the NSW Govt Norm of 6.6.

The data indicated that parents/carers feel the school is inclusive and gave a value of 7.5, which is an increase on 2020 result of 7.1. This is also above the NSW Govt Norm of 6.7.

The data indicated that parents/carers feel welcome and gave a value of 7.7, which is an increase on 2020 result of 7.3. This is also above the NSW Govt Norm of 7.4.

The data indicated that parents/carers believe the school supports learning and gave a value of 7.7 which is an increase on the 2020 result of 7.3. This is also above the NSW Govt Norm of 7.3.

Overall, parent feedback is to be considered but is representative of only 6% 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 November 2021:

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 2021 the results indicated that FWPS is 14% above SSSG and 28% above the State results in this area.

In November 2021, student results show a value of 8.2 in the area of advocacy at school compared to a value of 8.9 in April 2021. Even though this result has declined slightly, it is still above the NSW Govt Norm of 7.7. This is likely to be reflective of students feeling the effects of changes to the school environment post COVID-19 and the extended period of lockdown during the 2021 school year.

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 2021 the results indicated that FWPS is 8% above SSSG and 14% above the State results in this area.

In November 2021, student results show a value of 9.0 in the area of expectations for success compared to a value of 9.3 in April 2021. Even though this result has declined slightly, it is still above the NSW Govt Norm of 8.7.

Student sense of belonging at FWPS has also shown results that are consistently higher than SSSG and State percentages. Results at FWPS have been at least 10% higher than SSSG and at least 15% higher than State since 2017. In 2021 the results indicated that FWPS is 18% above SSSG and 20% above the State results in this area.

This has resulted in FWPS falling in the high advocacy, high expectations quadrant with a percentage of 98 compared to SSSG of 82% and state of 68%. In the high belonging, high expectations quadrant FWPS had a score of 83% compared to SSSG of 64% and state 64%.

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.

Aboriginal Education - School statement

The Aboriginal Committee continued to actively ensure Aboriginal Education is an integral part of the school curriculum and culture.

* 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. This resulted in two students performing extremely well in the Check-In assessments.

* One student was recognised for their outstanding achievement in numeracy and received a 2021 Aboriginal Student Achievement Award.

* 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 across the school.

* National Sorry Day & Reconciliation Packs were developed and distributed to all teachers including a range of classroom activities. Students engaged in these activities in class to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia.

* NAIDOC Week 2021 theme, 'Heal Country' occurred during 7-11 July.

Anti-Racism Policy

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

Anti-Racism - School statement

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 are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Multicultural education at Fairfield West Public School reflects Australia's diverse multicultural society, and consistently fosters a spirit of inclusiveness where diversity is valued and celebrated.

The English as an Additional Language/Dialect speaking population is at 92% of students. The community languages taught in 2021 were Vietnamese, Arabic and Assyrian. All Year 1 to year 6 students engaged in two hours a week of learning a community language in Terms 1 and 2 before COVID restrictions came into place. During lockdown each Community Language provided students with work on Google classroom.

A reflection of the pandemic showed another year of no New Arrival students enrolling so there were no New Arrival Program (NAP) classes in 2021. In December 2021 several enrolments were made for New Arrival students to begin in 2022. It is predicted that the NAP program is expected to begin again in 2022.

The Community Hub continued at Fairfield West Public School in 2021 but due to COVID restrictions on site activities were limited. During this time, parents were communicated with regularly by the Community Liaison Officer. A virtual playgroup ran weekly for preschool children.

Fairfield West Public School continually works to enhance communication and engagement by our parents and community members of culturally and linguistically diverse backgrounds through the use of translators and translated material.

Important cultural celebrations such as: Lunar New Year; Easter; Ramadan; Diwali and Christmas, were acknowledged in class. 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.