

2022 Annual Report

Fairfield West Public School



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Introduction

The Annual Report for 2022 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

As the proud principal of Fairfield West PS, I would like to acknowledge that Fairfield West PS is built on the land of the Darug Nation and I would also like to acknowledge the Cabrogal People and thank them for allowing me to live and work on their land.

In 2022, staff at Fairfield West PS continued to enact our combined moral purpose to 'Fuel the hearts and minds of all students' underpinned by 'The Best Me' model of behaviour. Students were placed in the centre of all decision making resulting in an excellent year of learning and growth academically, socially, and emotionally.

The leadership team, teachers and support staff provided another year of quality learning opportunities for students as evidenced through this report. I was thrilled by the ongoing efforts and commitment to personal and collective improvement in teaching and learning across our school. Once more the highest accolades must go to the students for embracing school life and enacting 'The Best Me'.

Throughout the year staff were committed to improving the achievements of all students in literacy and numeracy, developing students' emotional and social learning, embedding quality leadership to support innovative practices, and creating a strong link between parents, outside agencies, staff, and students to enable students to achieve their goals.

Fairfield West Public School's strategies led by the Instructional Leadership Team to improve student learning in literacy and numeracy has had a significant impact as evidenced in NAPLAN plan results and the achievement of System Negotiated Targets in reading and numeracy. The school's success has been made possible by the high expectations of staff through differentiated and deliberate teaching practices implemented in the classrooms. Targeted staff professional learning, the purchase of resources and technology have all been utilised to support the strategic directions.

Fairfield West Public School continued to expand its sphere of influence through:

- being nominated as an Accelerated Adopter School as part of the curriculum reform for K-2 in English and mathematics. The school's specific model and evaluative thinking led to a published Case Study by the Centre for Education Statistics and Evaluation;
- sharing the school's model of Instructional Leadership to increase student outcomes in reading and numeracy with Deputy Secretary Ruth Owen and other schools across the Fairfield Network.

Several staff members were also recognised with awards for their contributions to their profession in 2022. We celebrated at the Fairfield Principals' Network Excellence Award Ceremony the following award recipients; Tracy Funnell for Teacher in an Executive Role, Kristee Sharne for Class Teacher and Kerry Joiner for Administration and Support Staff. At the Metropolitan South and West Performance Directorate Excellence Award Ceremony, we celebrated Madeleine Costello as a reward recipient in the category of Early Career Teacher. At the NSW Minister's and Secretary's Awards for Excellence 2022 the Fairfield West Public School Principal received the Secretary's award for Excellent Service.

A school is not just the buildings. It is the students, staff, families, and the community that create strong and collaborative partnerships and form the culture of an excellent school. Our students are also very fortunate to be part of such an amazing school community, with professional, dedicated, and hardworking teachers. Thank you to all, Fairfield West Public School is a great place to be. I trust that you will continue to enjoy being part of the Fairfield West Learning Community.

Some details of the year are included in this report. 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 would like to acknowledge and pay respect to the Traditional Custodians and Elders of the land on which we connect and learn, the Cabrogal People of the Darug Nation.

Fairfield West Public School was established in 1925 and has been proudly educating children for 97 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 2022 the student population was 655 with a culture enriched by 86.4% of students with a language background other than English and 30% of students being refugees. 84% of students speak one of five main languages or dialects at home which are: Arabic 27%; Assyrian 18%; Vietnamese 15%; English 14% and Chaldean 10%. The 16% remaining students speak one of 26 additional languages. 2017-2019 data showed a significant increase in the number of refugee students; during 2020- mid 2022 this number remained static due to COVID restricting immigration but began to increase towards the end of 2022.

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 2022 there are 91 members of staff including 64 teachers of which 18 (29%) have been teaching for five years or less. There are 17 School Learning Support Officers supporting students with their learning and wellbeing 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 are placed in 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 preschools, 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 and 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 89% of students indicate that Fairfield West Public School has high advocacy and high expectations for success, which is 9% higher than the SSSG and 22% higher than the State.

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 and literacy and numeracy learning as an ongoing focus for 2021-2025. 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 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	2022 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	Excelling
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 Education (HPGE) - Intellectual Domain
- Instructional Leader Initiative

Resources allocated to this strategic direction

Professional learning: \$53,733.41
Literacy and numeracy: \$33,389.70
Socio-economic background: \$939,078.12
English language proficiency: \$487,333.75
Refugee Student Support: \$67,309.50
Integration funding support: \$55,802.00
Low level adjustment for disability: \$355,228.42
QTSS release: \$138,020.12
AP Curriculum & Instruction: \$301,142.00

Summary of progress

High Potential and Gifted Education (HPGE)

In 2022, grade teams met with paraprofessional Dr Ruth Phillips to determine a grade action plan for comprehension. Teams analysed a range of formative and summative assessment data, highlighting areas of strength and areas of improvement. The action plans utilised this data to outline goals and practical strategies for achieving these. The school SIP targets were to increase the percentage of students in the top two bands in reading and numeracy, through a focus on inferential comprehension and word problems in mathematics. Whilst the priority for professional learning with Dr Ruth Phillips was on the focus areas of comprehension, teachers also had opportunities to discuss specific HPG student needs and differentiation practices. Teachers worked alongside Instructional Leaders employing explicit teaching strategies and embedding deliberate practice into their teaching and learning programs. Individual needs were catered for, including high potential and gifted students.

In 2023, staff will continue to participate in professional learning with paraprofessional Dr Ruth Phillips. 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. The executive HPGE team will complete an analysis on the four domains of HPGE in order to ensure that all domains are being addressed and resourced effectively. Further policy familiarisation as well as understanding of the HPGE learning tools will also take place. A select number of teachers will participate in the 2 day Mini-COGE course through GERRIC at UNSW.

Instructional Leader Initiative

In 2022, the continuation of highly effective teaching practices to improve student learning outcomes, particularly in literacy and numeracy, was the focus. 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 Assistant Principals Curriculum and Instruction and 5 Assistant Principals) met weekly to discuss: the analysis of student data; classroom teaching practices; assessment practices; professional development; programming to include differentiation; and future whole school directions that will lead to the improvement of student outcomes.

This Instructional Leadership team continued to work 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 Strategies. A whole school assessment and reporting document was created and trialled to support teachers to embed assessment into all areas of

literacy and numeracy and drive future teaching and learning programs.

In literacy, NAPLAN and school-based data showed that students needed further development in reading comprehension and vocabulary, 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 consisted of modelled, guided and independent reading and writing; and the use of NAPLAN style texts and questioning that included timely feedback for further improvement.

In numeracy, a whole school assessment plan that aligned with the Numeracy Learning Progressions, supported staff in the creation and implementation of numeracy learning sprints with a focus on multiplicative strategies was continued. Students engaged with multiplicative strategies daily as part of a structured numeracy block that also included number talks; a focus on speed and accuracy related to times tables; NAPLAN style questions and mathematical word problems relating to the school's scope and sequence. A consistent approach to teaching students how to solve mathematical word problems continued to be implemented across the school.

The continuation of these initiatives in 2023 is required as due to the COVID-19 pandemic over the past few years, 2022 was the first full year of these teaching practices being implemented. Hence, consolidation is needed.

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 7% from the baseline.	Data indicates the percentage of students in the top two bands of NAPLAN Reading has increased by 15.9% from the baseline.
Increase the percentage of year 5 students achieving expected growth in NAPLAN Reading by a minimum of 7% from the baseline.	Student growth cannot be calculated for 2022 as NAPLAN was not held in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not held in 2020, there is no data to calculate student growth scores for 2022.
Increase the percentage of students in the top two bands in NAPLAN Numeracy by a minimum of 5.8% from the baseline.	Data indicates the percentage of students in the top two bands of NAPLAN Numeracy has increased by 9.6% from the baseline.
Increase the percentage of year 5 students achieving expected growth in NAPLAN Numeracy by a minimum of 3% from the baseline.	Student growth cannot be calculated for 2022 as NAPLAN was not held in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not held in 2020, there is no data to calculate student growth scores for 2022.
Value added data in SCOUT for K-3, years 3-5 and years 5-7 continue to show Excelling.	Value Added cannot be calculated for 2020/2022 as the NAPLAN test was not run in 2020. There is no data for 2020 to calculate Value Added in 2022.
A 5% increase in the percentage of students achieving expected attainment in reading benchmarks as evidenced by school based data.	At the end of 2022 there was a: <ul style="list-style-type: none">- 23% decrease in Kindergarten students achieving expected attainment in reading benchmarks as evidenced in school based data compared to February 2022;- 22% increase in Year 1 students achieving expected attainment in reading benchmarks as evidenced in school based data compared to February 2022;- 19% increase in Year 2 students achieving expected attainment in reading benchmarks as evidenced in school based data compared to February 2022;- 12% increase in Year 3 students achieving expected attainment in reading benchmarks as evidenced in school based data compared to February

<p>A 5% increase in the percentage of students achieving expected attainment in reading benchmarks as evidenced by school based data.</p>	<p>2022;</p> <ul style="list-style-type: none"> - 11% decrease in Year 4 students achieving expected attainment in reading benchmarks as evidenced in school based data compared to February 2022; - 32% increase in Year 5 students achieving expected attainment in reading benchmarks as evidenced in school based data compared to February 2022; - 36% decrease in Year 6 students achieving expected attainment in reading benchmarks as evidenced in school based data compared to February 2022.
<p>A 5% increase in the percentage of students achieving expected attainment in numeracy benchmarks as evidenced by school based data.</p>	<p>In December 2022, PAT data demonstrated that:</p> <ul style="list-style-type: none"> - 69.7% of students in Kindergarten scored in the cohort's recorded top 3 bands; - 90.2% of students in Year 1 scored in the cohort's recorded top 3 bands; - 37.1% of students in Year 2 scored in the cohort's recorded top 4 bands; including 1 student who scored in the 135-144 band range; - 72.4% of students in Year 3 scored in the cohort's recorded top 3 bands; - 51.6% of students in Year 4 scored in the cohort's recorded top 4 bands; including 2 students who scored in the 145-154 band range; - 37.9% of students in Year 5 scored in the cohort's recorded top 4 bands; - 48.3% of students in Year 6 scored in the cohort's recorded top 4 bands. <p>In 2022 the overall bands are higher than in 2021 for all grades years 3-6:</p> <ul style="list-style-type: none"> - Yr 3 top 3 bands in 2021 were 95-124 and in 2022 the top 3 bands were 105-134; - Yr 4 top 3 bands in 2021 were 105-134 and in 2022 the top 3 bands were 125-154; - Yr 5 top 3 bands in 2021 were 115-144 and in 2022 the top 3 bands were 135-155 and above; - Yr 6 top 3 bands in 2021 were 115-144 and in 2022 the top 3 bands were 135-155 and above.



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: \$85,878.84

Summary of progress

Positive Partnerships Healthy Community

The focus for 2022 was to re-establish face to face connections with families while continuing to strengthen communication between families and the school to promote student learning and high expectations.

The Community Hub offered classes and activities to allow community and family members to learn new skills and socialise in a familiar environment. During 2022, adults attended activities in the Community Hub 2,474 times. English classes were held weekly with adults attending English programs 192 times throughout the year. A weekly playgroup for preschool aged students was held and adults and children attended 559 times. A Garden Club began in Term 3 in consultation with Greening Australia and the Royal Botanical Gardens. Parents volunteered their time to turn the gardens outside the front office into beautiful flower beds. Due to the increasing heat and rain periods as the year progressed, attendance was minimal for this program during the end of Term 4. Other short term support programs, such as parenting programs, were also run in the Community Hub during 2022 and resulted in adults attending engagement programs 1,690 times.

A transition to school program ran for students beginning school in 2023. Children participated in 'school like' activities in Kindergarten classrooms to become familiar with the teachers and school setting. During this time parents/caregivers met in the school hall and engaged in information sessions about: How to prepare their child for school; Healthy Lunches; Best Start Assessment; Kindergarten Curriculum; Importance of attendance; Road Safety and the Community Hub Activities. An extra Transition to School program was held weekly for 12 weeks for children who had not been to preschool. This program supported children enrolled to begin school in 2023 to become familiar with the school setting and routines. All children who attended the transition programs received a literacy and numeracy pack to practise some simple letters, sounds and numbers over the holidays. They were also given a road safety pack with resources and activities.

The school continued to implement systems and processes to ensure strong communication with students and families was maintained throughout the year. Each teacher had a class profile identifying siblings across the school and a communication log to record calls to families. Parent/teacher interviews were held in person or via telephone. The Community Liaison Officer was instrumental in communicating with the Arabic speaking community through phone calls (average 25 per day) and translated materials.

In 2023, the Community Liaison Officer will continue to be employed to increase community engagement through the organisation and implementation of identified programs to support families.

Connect, Succeed, Thrive and Learn

During 2022 the aim continued to be to 'Create 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; based on the idea that everyone is inherently worthy and that our connection to one another is what matters most.

'The Best Me' is a model of behavioural expectations developed by the school community, and specifically focused on by staff and students as a guide to how to get the most from school life. The high expectations set by this model, sits beside the school rules and is highly visible in each classroom and around the school. 'The Best Me' proves a common

language that supports attendance, academic success and social efficacy.

Explicit teaching on building and nurturing relationships through enacting empathy and compassion, has helped students feel more connected and able to thrive. This is evidenced through the results of the Tell Them From Me Survey and Sentral data. Values of the Month are specifically taught and focused on K-6 and students are rewarded for displaying the identified values. Students also attended the Backflips against Bullying incursion, to support their understanding of bullying and its potential impacts.

Attendance was monitored by the Attendance Coordinator during 2022. The objective was to enhance communication with parents and build an understanding of a shared responsibility for increasing student attendance to support students with learning. The attendance coordinator engaged students, staff and families to work towards the attendance goals ensuring early intervention for identified students. Weekly meetings with the Home School Liaison Officer supported the analysis of attendance data, identifying trends and facilitated follow up for 'at risk' students. Through the software used to mark attendance and the introduction of text messages to families when students were absent or late, has resulted in a decrease in the number of unexplained absence and partial attendance.

In 2023 all staff will continue to focus on student attendance and wellbeing. Specialised staff will be employed in the areas of attendance and wellbeing. An attendance coordinator will continue to build upon practices established in previous years. A wellbeing teacher will build upon effective whole school processes and practices to demonstrate a measurable improvement in student 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 5.1%.	The number of students attending greater than 90% of the time or more has decreased by 10.9% from the baseline. The impacts of COVID -19 were still having an effect on attendance at the start of 2022 but at the end of 2022, absences increased as a result of the opening of Australian borders allowing international travel.
In the key dimensions of 'Connecting Learning at Home and at School' and 'Build community and Identity' the school is consolidating at the level of Building as measured by the School Assessment Tool.	In the key dimensions of 'Connecting Learning at Home' the school is achieving at the level of Sustaining as measured by the School Assessment Tool. 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.
Students reporting as having Positive Relationships, as measured by the Tell Them From Me survey, is at or above the NSW Government Norm.	The Positive Relationships question has been removed from the Tell Them From Me data. 75% of students indicate that they have a positive sense of belonging by feeling accepted by their peers and by others at their school.
An improvement in the number of parents/carers participating in discussions with staff regarding student progress.	In 2022 there was a 12% increase in the number of students who had a parent/caregiver attend a parent teacher interview compared to 2021. 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

Professional learning: \$5,600.89

Literacy and numeracy: \$37,865.92

Summary of progress

High Impact Professional Learning

The focus for 2022 was to continue to develop a deeper understanding of creative and critical thinking capabilities with a strong focus on comprehension for K-6 staff. Staff consolidated this understanding through reflective practice, collaborative professional learning and the implementation of evidence-based research.

In 2022, the Instructional Leadership Team worked alongside a Primary Curriculum Advisor to understand and implement the new NSW English and mathematics curriculum. Year 1 staff trialed the new units of work developed by the Department of Education as part of the Accelerated Adopter School Program. Through this process, staff were able to develop a deeper understanding of the foundations of the new curriculum. As part of the trial, staff had multiple opportunities to provide feedback on the units of work with the intention of contributing to their development. In Terms 3 and 4, 100% of teaching staff completed professional learning on the new English and Mathematics K-2 Syllabus documents. Micro learning modules were completed in teams, which enabled purposeful professional dialogue around the new syllabus and what its implementation at Fairfield West Public School.

In 2022, the Assistant Principals Curriculum and Instruction (APC&Is) attended professional learning sessions with a paraprofessional. Findings and strategies were then shared with their respective teams, as well as delivering modelled lessons. Stage teams also participated in professional learning sessions with a paraprofessional each term. These sessions focussed on developing students' reading comprehension skills. Staff were led by the paraprofessional in the analysis of data to identify student needs and to modify their units of work to reflect best practice and improve student outcomes.

In 2023, high impact professional learning opportunities will be provided to all staff with a definitive focus on meeting the school's targets. The Instructional Leadership Team will continue to explore and provide professional learning opportunities in understanding and implementing the new syllabus. This will consolidate the consistency of the practices across the school.

High Impact Leadership

The focus for 2022 was to continue to develop teachers' confidence and capacity as leaders by continuing and expanding the Aspiring Executive Program. The program aimed at extending the leadership professional learning and experiences for staff currently in the Aspiring Leadership Team and establishing another Aspiring Leadership Team for interested staff. All interested staff responded to an EOI for inclusion.

Members of the Aspiring Executive Program were given the opportunity to organise whole school events, run staff induction programs, relieve as Assistant Principals and lead curriculum committees.

During Term 2, the Aspiring Leadership Team read a leadership text 'The Act of Leadership' to develop their understanding and practice on how to be an effective leader. They applied the strategies and practices introduced in the text to support and lead their respective teams.

As a result, one substantive Assistant Principal gained a relieving Deputy Principal position at another school for three terms in 2022 and will continue in that position in 2023. During 2022 three classroom teachers relieved in Assistant

Principal roles across the school. During the year the Assistant Principal Inclusion and Support role was established and an aspiring leader participant at Fairfield West PS was successful in gaining that permanent position. One staff member, through the Merit Selection process, gained a permanent Assistant Principal Curriculum and Instruction role at another school to begin in 2023. One relieving Assistant Principal position will exist in 2023 and a staff member who participated in the Aspiring Executive Program will fill the position through the Expression of Interest process.

In 2023, the school will continue to run the Aspiring Executive Program 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 3% 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.	In the 'Collaborative and applied professional learning strengthens teaching practice' element of the HIPL model, FWPS processes and practices demonstrate the school is excelling in all three themes.
Excelling in two 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 continuing to excel 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>\$134,619.00</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 • Other funded activities <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. • intensive English language and learning support to increase educational outcomes for students • strengthening orientation and transition program for identified students • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 34% of students achieving in the top two bands on NAPLAN Reading in 2022; - 27% of students achieving in the top two bands on NAPLAN Numeracy in 2022. <p>After evaluation, the next steps to support our students 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>New Arrivals Program</p> <p>\$68,087.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • establishment of a specialist class with smaller student numbers and two staff members to support students recently enrolled in an Australian school to feel supported and valued; • employment of a full time specialist teacher to provide intensive English language support focusing on English language development; • employment of a full time bilingual SLSO to support students to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Tell Them From me student survey data, in the area of Advocacy at school, indicated a school mean was a value of 8.1 compared to the NSW Govt Norm of 7.7; - Tell Them From me student survey data indicates 98% of students stated that they are treated with fairness and respect by other students at the school in regards to their cultural background. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to employ a specialist teacher to provide ongoing support in the acquisition of English language; - continue to employ a bilingual SLSO to support students to participate

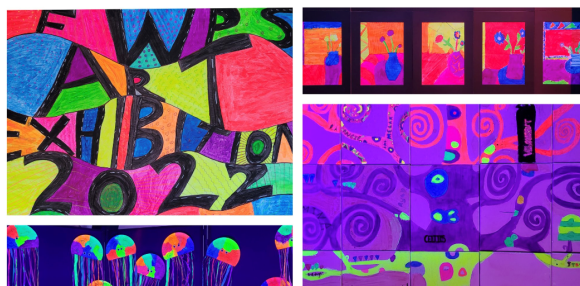
<p>New Arrivals Program</p> <p>\$68,087.00</p>	<p>successfully in schooling.</p>
<p>Integration funding support</p> <p>\$111,604.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Fairfield West Public School in mainstream classes who require moderate to high levels 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 • 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 a part time SLSO to provide additional support for funded students; • regular meetings between all stakeholders; • improvements to access around the school through the purchase and installation of ramps. • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</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 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>\$1,912,008.72</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 including:</p> <ul style="list-style-type: none"> • High Potential and Gifted Education (HPGE) - Intellectual Domain • Instructional Leader Initiative • Positive Partnerships Healthy Community • Connect, Succeed, Thrive and Learn • Other funded activities <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; • 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 music teacher in Terms 1-3 to teach music lessons to all students K-6; • employment of part time music SLSO in Term 4 to establish a drumming program across the school. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students achieving in the top two bands for NAPLAN Reading exceeded the 2022 projected upper bound target by 8.6%; - students achieving in the top two bands for NAPLAN Numeracy exceeded the 2022 projected upper bound target by 2.3%; - at the end of Term 2 2022, 46.8% of students were attending school more than 90% of the time. This is 1% above the DoE state average and 8% above the SSSG average.

<p>Socio-economic background</p> <p>\$1,912,008.72</p>	<p>After evaluation, the next steps to support our students 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; - provide staff with professional learning on the new English and mathematics curriculum; - employment of a wellbeing teacher to support staff in the implementation of programs to improve student attendance, wellbeing and engagement; - to continue to employ a part time music teacher to continue drumming groups across the school.
<p>Aboriginal background</p> <p>\$3,789.69</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"> • employment of an Aboriginal Education Officer to implement lessons across K-6 on Aboriginal History and Culture; • employment of staff to release class teachers to develop and review student PLPs each term; • embedded Aboriginal perspectives in teaching and learning programs; • continued partnerships with parents of students who are Aboriginal and Torres Strait Islanders, through the creation of Personalised Learning Pathways; • incursion for all students K-6 during Education week to learn about the Aboriginal History and Culture; • staff attended the Fairfield Network Aboriginal Education Team meetings each term during 2022; • the Principal and one Assistant Principal attended the two day Aboriginal Education Conference; • staff and selected students attended the Peace Day ceremony at a local High School; • reviewed and updated the Aboriginal Reconciliation Action Plan. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased student understanding of Aboriginal History and Culture; - increased staff understanding of Aboriginal History and Culture and confidence to integrate Aboriginal perspectives into teaching and learning programs; - creation of a personalised Acknowledgement of Country for FWPS to use during all meetings, events and occasions; - the establishment of an Aboriginal committee to ensure Aboriginal perspectives are integrated into all programs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - all staff completing Aboriginal Histories and Culture 5 hour professional learning; - review and update the school's Aboriginal Reconciliation Action Plan; - in consultation with students, parents/caregivers and teachers, Personalised Learning Pathways (PLPs) will be developed, implemented and reviewed each term; - Aboriginal Education scope and sequence created in consultation with Aboriginal Education Team.
<p>English language proficiency</p> <p>\$974,667.50</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</p>

<p>English language proficiency</p> <p>\$974,667.50</p>	<p>including:</p> <ul style="list-style-type: none"> • Instructional Leader Initiative • Other funded activities <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 the following impact:</p> <ul style="list-style-type: none"> - Year 3 students in NAPLAN Reading achieved 7.8% higher than SSSG; - Year 5 students in NAPLAN Reading achieved 4.8% higher than SSSG; - Year 3 students in NAPLAN Numeracy achieved 9.5% higher than SSSG; - Year 5 students in NAPLAN Numeracy achieved 14.2% higher than SSSG; <p>After evaluation, the next steps to support our students 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>\$710,456.84</p>	<p>Low level adjustment for disability equity loading provides support for students at Fairfield West Public School in mainstream classes who have a 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 • Other funded activities <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 the following impact:</p> <ul style="list-style-type: none"> - 5% less Year 3 students in the bottom two bands for NAPLAN Reading in 2022 compared to 2021; - 3% less Year 5 students in the bottom two bands for NAPLAN Numeracy in 2022 compared to 2021; <p>After evaluation, the next steps to support our students will be:</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>Professional learning</p> <p>\$118,668.60</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • High Potential and Gifted Education (HPGE) - Intellectual Domain • High Impact Professional Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a HPGE specialist to unpack evidence-based approaches to using assessment data to implement deliberate practice focusing on comprehension in reading and numeracy; • employment of paraprofessional to provide ongoing professional

<p>Professional learning</p> <p>\$118,668.60</p>	<p>development for staff in the area of vocabulary linked to reading and writing;</p> <ul style="list-style-type: none"> • Year 1 staff being involved in the Accelerated Adopter initiative providing ongoing feedback and evaluation of curriculum reform and the new K-2 English and mathematics syllabus documents. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - average NAPLAN score for year 3 students in NAPLAN writing in 2022 was 33.49 above SSSG and 0.17 above State; - average NAPLAN score for year 5 students in NAPLAN writing in 2022 was 39.12 above SSSG and 5.73 above State. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to employ a paraprofessional to provide professional development for staff in how to use assessment data to implement deliberate practice focusing on vocabulary in reading and writing.
<p>Literacy and numeracy</p> <p>\$142,511.24</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 Education (HPGE) - Intellectual Domain • High Impact Professional Learning • Other funded activities <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); <p>The allocation of this funding has resulted in the following impact:</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; - 6% of Year 3 students in bands 7 and 8 for NAPLAN reading in 2022 compared to zero in 2021; - 5% less Year 3 students in the top two bands for NAPLAN numeracy in 2022 compared to 2021. Even though this has decreased, the results are still above the system negotiated targets; - 1% more Year 5 students in the top two bands for NAPLAN reading in 2022 compared to 2021; - 2% of Year 5 students achieved in band 9 for NAPLAN numeracy in 2022 compared to zero in 2021. <p>After evaluation, the next steps to support our students 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>QTSS release</p> <p>\$276,040.24</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 • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the implementation of targeted literacy and numeracy programs across K-6; • additional staffing to support staff collaboration in the implementation of high-quality curriculum.

<p>QTSS release</p> <p>\$276,040.24</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 85% of Kindergarten students were meeting reading comprehension expectations by the end of 2022; - 80-85% of Year 1 students were meeting reading comprehension expectations by the end of 2022; - 80% of Year 2 students were meeting reading comprehension expectations by the end of 2022; - 70-85% of Kindergarten 2022 students were meeting multiplicative skills expectations by the end of 2022; - 60-90% of Year 1 2022 students were meeting multiplicative skills expectations by the end of 2022; - 45-85% of Year 2 2022 students were meeting multiplicative skills expectations by the end of 2022. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to employ additional staff to support the implementation of targeted literacy, numeracy and attendance programs across K-6, further building on the strong results from 2022;
<p>COVID ILSP</p> <p>\$613,599.00</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 2022.</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 teachers/SLSOs to deliver small group tuition in literacy and numeracy; • providing targeted, explicit instruction for student groups in literacy and numeracy in the areas of Understanding Texts and Multiplicative Strategies; • development of resources and planning of small group tuition; • releasing staff to participate in professional learning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 78-80% of Year 2 2022 students were meeting reading comprehension expectations by the end of 2022; - 50-59% of Year 4 2022 students were meeting reading comprehension expectations by the end of 2022; - 75-80% of Year 2 2022 students were meeting numeracy expectations (multiplicative understanding) by the end of 2022; - 65-75% of Year 4 2022 students were meeting numeracy expectations (multiplicative understanding) by the end of 2022. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to employ staff to provide ongoing small group tuition for identified students in literacy and numeracy.



Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	399	386	343	337
Girls	373	338	301	308

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.1	91.8	93.8	84.4
1	90.5	91.5	93.6	86.8
2	94.0	91.7	93.4	87.5
3	93.6	93.0	93.7	87.5
4	94.1	93.3	94.0	86.7
5	93.8	93.0	93.3	88.0
6	93.6	93.7	94.7	87.5
All Years	93.0	92.6	93.8	87.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 about the importance of attendance.

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	6
Classroom Teacher(s)	29.12
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.2
Teacher ESL	6
School Counsellor	1
School Administration and Support Staff	12.06
Other Positions	2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,452,172
Revenue	10,810,402
Appropriation	10,643,894
Sale of Goods and Services	55,812
Grants and contributions	98,558
Investment income	11,638
Other revenue	500
Expenses	-9,823,680
Employee related	-8,655,167
Operating expenses	-1,168,513
Surplus / deficit for the year	986,722
Closing Balance	2,438,894

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.

	2022 SBAR Adjustments (\$)
Targeted Total	123,112
Equity Total	2,359,018
Equity - Aboriginal	3,790
Equity - Socio-economic	1,300,000
Equity - Language	700,000
Equity - Disability	355,228
Base Total	6,129,079
Base - Per Capita	175,981
Base - Location	0
Base - Other	5,953,098
Other Total	1,085,457
Grand Total	9,696,666

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 2022 - 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 felt that the leadership at the school helped them to create new learning opportunities for students; establish challenging and visible learning goals for students; improve their teaching and create a safe and orderly learning environments for students.

STAFF VOICE: TTFM STAFF SURVEY October 2022 - COLLABORATION:

Data received was strong, with a value of 9.0 out of 10 compared to a NSW Govt Norm of 7.8. This indicated that staff worked with other teachers to develop common learning opportunities and strategies that increase student engagement. Staff also discussed assessment strategies and implications for student learning.

STAFF VOICE: TTFM STAFF SURVEY October 2022 - DATA INFORMS PRACTICE:

Data received was strong, with a value of 8.9 out of 10 compared to NSW Govt Norm of 7.8. Sub sections in this section indicated that staff used assessment to improve learning. 'My assessments help me understand where students are having difficulty' had a value of 9.4 and 'I use results from formal assessment tasks to inform lesson planning' had a value of 9.6

PARENT VOICE: TTFM PARENT SURVEY October 2022:

In 2022 there were not an adequate number of parent responses to enable valid reporting. Efforts were made through sending individualised: SMS; emails and published in the School Newsletters, to encourage parent engagement.

STUDENT VOICE: TTFM STUDENT SURVEY November 2022:

Tell Them From Me survey data in the area of advocacy at school has shown that results have been consistently higher than SSSG and State percentages since 2017. Results at FWPS were 7% higher than SSSG and 21% higher than State in 2022.

Tell Them From Me survey data in the area student expectations for success at FWPS has also shown results that are consistently higher than SSSG and State percentages since 2017. Results at FWPS were 7% higher than SSSG and 14% higher than State in 2022.

Student sense of belonging at FWPS has also shown results that are consistently higher than SSSG and State percentages since 2017. Results at FWPS were 12% higher than both SSSG and State in 2022.



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 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.

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.