2009 Annual School Report
Fairfield West Public School

NSW Public Schools – Leading the way
Our school at a glance

Messages

Principal's message

This year our students have demonstrated a very positive attitude towards their learning and their school. Our school classrooms have been busy, engaging places of learning. We have increased the number of classrooms with interactive whiteboards and the use of technology in learning is spread across the curriculum in all classes.

With the completion of our school hall we have a new standard of facilities. With this our school begins a new chapter in our development as a community. The higher standard of facilities in our school provides us with a quality learning environment. Our high expectations for our students are now evident in all aspects of the curriculum and our presentations to the community.

I feel more confident now that ever before that our school can ensure all students reach their potential.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Glenn Walker

P&C message

This year the P&C have worked with the school to make sure parents are informed about all school activities and organisation. Our regular meetings have included feedback from parents and reports from our principal.

Our successful activities included the Mother’s Day stall and our Christmas raffle.

Fiona Zuber

Student representative's message

Year 6 has been an enjoyable year. It is full of memories, laughter and fun. Time has gone past very quickly and it is now time for us to move on to high school. It may sound like a very scary place but if you keep walking on your pathway we’re sure you can achieve in every subject.

It has been a pleasure for us, being school captains, to be the leaders of this school and to also experience many activities. We enjoyed attending meetings and working with our peers. Also hearing a lot of ideas and opinions of other students, we had fun attending Student Representative Council meetings.

Thank you to all our teachers for making Fairfield West Public School an enjoyable experience. We will never forget your effort.

Wassim Hamed, Dominic Lay, Erica Nguyen and Clarissa Ibaceta

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
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<tr>
<td>K</td>
<td>93.7</td>
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<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student absence is monitored throughout the year. Any patterns of non-attendance are reviewed by the school in consultation with families. Incidents that cause concern are reported to the Home School Liaison Officer for intervention.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>1/2C</td>
<td>1</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>1/2C</td>
<td>2</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>24</td>
<td>24</td>
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<tr>
<td>1S</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2E</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
</tbody>
</table>

This year there was no indigenous staff employed at the school on a regular basis.

Structure of classes

Extension classes have been formed to cater for higher achieving students. These classes are composite classes formed on the basis of student performance and work habits.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
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</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>11/30/2009</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>342 729.54</td>
</tr>
<tr>
<td>Global funds</td>
<td>350 694.39</td>
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<tr>
<td>Tied funds</td>
<td>425 631.10</td>
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<tr>
<td>School &amp; community sources</td>
<td>205 878.83</td>
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<tr>
<td>Interest</td>
<td>12 453.31</td>
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<tr>
<td>Trust receipts</td>
<td>24 380.93</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1 361 768.10</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>32 979.42</td>
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<tr>
<td>Excursions</td>
<td>25 570.46</td>
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<tr>
<td>Extracurricular dissections</td>
<td>307 578.47</td>
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<tr>
<td>Library</td>
<td>8 011.81</td>
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<tr>
<td>Training &amp; development</td>
<td>5 656.41</td>
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<tr>
<td>Tied funds</td>
<td>394 317.01</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>56 074.75</td>
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<tr>
<td>Administration &amp; office</td>
<td>112 236.79</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>53 575.18</td>
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<tr>
<td>Maintenance</td>
<td>39 129.86</td>
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<tr>
<td>Trust accounts</td>
<td>22 168.77</td>
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<tr>
<td>Capital programs</td>
<td>44 393.00</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1 101 691.93</strong></td>
</tr>
<tr>
<td>Balance carried forward</td>
<td><strong>260 076.17</strong></td>
</tr>
</tbody>
</table>

For the third year our school income has been over $1 million. Funding for the Tracks to Big School program coordinator wages is included in extracurricular dissections. The school self managed a $200,000 Building the Education Revolution (BER) tied grant to improve school facilities. This included upgrade of electrical distribution boards, soft fall in the senior quad, re-roofing covered ways and the Out of School Hours (OOSH) care building and painting exterior of the administration and Kindergarten block.

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

Dance
This year the Dance program at Fairfield West PS was expanded and this resulted in increased student participation. Students were able to participate in a range of dance groups including European, Bollywood, Hip Hop, Junior and Senior Pacific Islander, Junior and Senior Dance Ensemble, Middle Eastern, Vietnamese and Spanish Drumming. These groups performed within the school at our Open Day, International Day, Showcase and school assemblies. The Senior Dance Ensemble represented the school at the Sydney Dance Festival at Bankstown Town Hall, and the Senior Pacific Islander group represented the school at the Smithfield West PS International Day. Four senior students were involved in the Westfields Sports High School dance program and have been involved in various performances with that group.

Choir
The Junior and Senior Choirs practised regularly this year with 30-40 students involved in each of them. They performed within the school at Open Day, International Day, school assemblies and Showcase. The Senior Choir represented the school at the PSP Conference, Nyora Gardens Nursing Home and the Wetherill Park Christmas Parade.

Recorder
The Junior and Senior Recorder Groups continued to expand this year and performed at Open Day, Showcase and school assemblies. Thirty students from Years 2-6 represented the school at the Festival of Instrumental Music at the Sydney Opera House. Many students who were participating for the second time were able to perform at the more advanced descant level.

Sport
* James and Geromy Cluff represented our school and the Sydney South West Athletics team at the NSW State Championships. They competed in the Junior Boys Discus event having placed first and second respectively at the Sydney South West Athletics Carnival.
* Richard Latu, Moses Suli and Chris Gale represented our school and the Sydney South West Rugby League teams at the NSW State Championships. Richard represented in the Opens team while Moses and Chris represented in the Under 11’s team. Moses Suli was then chosen as one of 34 players that made a preliminary squad from which the NSW team to compete at the Australian Exchange was to be selected.

* A number of our PSSA teams made the Semi Finals and Grand Finals in their respective competitions.
  - Senior Boys Rugby League finished Minor Premiers but lost the Grand Final.
  - Junior Boys Cricket lost their Grand Final.
  - Year 4 Netball team lost their Grand Final.
  - FWPS won the Horsley Zone Rugby League School Champion trophy for most successful school team in the PSSA Competition.
  - Junior Boys Rugby League team lost their Semi Final.
  - Junior Girls Newcombeball team lost their Semi Final.
  - Year 5 Girls Softball team lost their Semi Final.
  - Year 6 Boys Softball team lost their Semi Final.

* The school had four students who represented the Horsley Zone at the Sydney South West Athletics Championships. Moses Suli (11 years 100m and 200m), Richard Latu (Senior Boys Discuss), James Cluff (Junior Boys High Jump and Junior Boys Discus) and Geromy Cluff (Junior Boys Discuss) earned selection.

* The school had 4 students who represented the Horsley Zone at the Sydney South West Cross Country Championships. Clarissa Ibaceta, Rina Pov, (both in the 12 years), James Cluff (10 years) and Moses Suli (11 years) all earned selection.

* 2 Fairfield West students had great success at the Horsley Zone Swimming carnival and as a result made it to the Sydney South West Swimming Championships. Anikin Lim made it in the 10 years 50m Freestyle and 50m Individual Medley event, while Clarissa Ibaceta made it in the 12 years 100m Freestyle, 50m Freestyle, Backstroke, Butterfly, Breaststroke and Individual Medley events.

* Joel Divertie, Evander Tuala, Moses Suli, Chris Gale and Richard Latu represented the school and the Horsley Zone at the Sydney South West Championships in Rugby Union. Moses Suli then went onto represent Sydney South West at the State Rugby Union Championships.

* Moses Suli represented the school and Sydney South West at the NSW State Touch Football Championships.

* Evander Tuala represented the school and the Horsley Zone at the Sydney South West Basketball Championships.

* In 2009 Joel Park made the Horsley Zone Softball Team and Horsley Zone Soccer team that represented at the respective Sydney South West Softball and Soccer Championships.

* Tiffany Osten represented the school and the Horsley Zone at the Sydney South West Girls Softball Championships.

* Natalie Eshow represented the school and the Horsley Zone at the Sydney South West Girls Soccer Championships.

* Sarah Suli and Amber Doak represented the school and the Horsley Zone at the Sydney South West Girls Touch Football Championships.

* Jesse Thomas and Kris Stefanovski represented the school and the Horsley Zone at the Sydney South West Hockey Championships.

Two students in particular achieved outstanding sporting success on the field in 2009. Their achievements are outlined below:

**Clarissa Ibaceta**

2009 has proved to be another fantastic year on the sporting field for our Year 6 student Clarissa Ibaceta. She again displayed talent across many areas throughout the year.

Firstly, Clarissa represented our school in the Year 6 Softball, Senior Girls Netball and Senior Mixed European Handball teams in the Horsley Zone PSSA competitions.

Clarissa also represented the school at the Horsley Zone Athletics Championships and after representing the school at the Horsley Zone Cross
Country Championships, then made the team to represent the Horsley Zone at the Sydney South West Cross Country Championships.

Again, Clarissa’s biggest success in 2009 was in swimming. After displaying her talent at the FWPS swimming carnival, Clarissa then proceeded to achieve great success at the Horsley Zone Swimming Carnival. In a repeat performance of her efforts in 2008 Clarissa then made the team that competed at the Sydney South West Championships in many events. She swam in the 12 years 100m Freestyle, 50m Freestyle, Backstroke, Butterfly, Breaststroke and Individual Medley events.

Moses Suli

In 2009 Year 6 student, Moses Suli, excelled in many areas on the sporting field. Once again he was heavily involved in many sports and achieved great success for himself. Moses represented the school in the PSSA competitions of Rugby League, Softball and Oztag.

He also represented the school in AFL at the Paul Kelly Cup and in the school Rugby League 7’s team at the Peter Wynn Shield. Moses represented the school at the Horsley Zone Cross Country Championships.

Having made the Horsley Zone Athletics carnival, Moses earned selection at the Sydney South West Championships in the 11 years 100m and 200m events.

Moses’ greatest successes were in representing the school and Sydney South West at 3 different State Championships. He played Touch Football, Rugby Union and Rugby League for Sydney South West. He was a part of the Sydney South West Under 11’s Rugby League side which won the State Championship. Moses even had the opportunity to participate in a special Rugby League training camp at Narrabeen following the State Rugby League Championships. He was one of 34 players chosen to try and earn selection for the NSW side to compete at the National Exchange. Unfortunately, Moses didn’t earn selection in that team, but it was still a wonderful achievement.

Other

Academic Competitions

This year 43 students participated in the Australian Schools English Competition for Years 3-6 students. Our students achieved 3 distinctions of over 90%, 6 credits over 70% and 34 participation certificates.

Vi Le, Angelina Nguyen and Patricia Ang achieved Distinctions in English.

Also this year 44 students participated in the Australian Schools Mathematics Competition and were awarded 2 high distinctions of over 95%, 6 distinctions of over 90%, 14 Credits of over 70% and 22 participation Certificates.

Vi Le, Linh Nguyen and Brandon Nguyen achieved High Distinction in Mathematics

This year 43 students participated in the Australian Schools English Competition for Years 3-6 students. Our students achieved 3 distinctions of over 90%, 6 credits over 70% and 34 participation certificates.

Students achieved Distinctions in English.

Also this year 44 students participated in the Australian Schools Mathematics Competition and were awarded 2 high distinctions of over 95%, 6 distinctions of over 90%, 14 Credits of over 70% and 22 participation Certificates.

Students achieved High Distinction in Mathematics.
Cindy Nguyen, Joanna Yang, Tina Nguyen, Sylvia Mikha and Brandon Nguyen achieved Distinctions in mathematics.

**Academic**

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3) Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

**Numeracy – NAPLAN Year 3**
Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 5 reading

Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 numeracy

Sarah Suli and Cypress Lakisoe at International Day
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90</td>
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<tr>
<td>Numeracy</td>
<td>82</td>
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Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
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<th>Percentage</th>
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</thead>
<tbody>
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<tr>
<td>Writing</td>
<td>85</td>
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<tr>
<td>Spelling</td>
<td>86</td>
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<tr>
<td>Punctuation and grammar</td>
<td>78</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Our school has included a number of specific programs to enhance the school curriculum for our students. All students need to learn about Aboriginal Australia. The large number of ethnic backgrounds in our community requires recognition and promotion. We expect all our students to demonstrate respect and responsibility.

Aboriginal education

The school Aboriginal Education and Training Policy was drafted this year with consultation with staff, parents, students and the local Aboriginal Education Consultative Group. Six students identified as Aboriginal in our school. The key focus of the policy is closing the gap between Aboriginal students and non-Aboriginal students’ achievement. All students will have the opportunity to increase their knowledge and understandings of the histories, cultures and experiences of the first people of Australia.
Aboriginal perspectives will be incorporated into planning and programming.

This year’s program included observation of Reconciliation Week, NAIDOC week, Smoking Ceremony at our Showcase evening to open the new school hall, painting workshops for students, the introduction of learning plans for identified Aboriginal students. We regularly fly the aboriginal flag.

Multicultural education
The student population remains over 80% non-English speaking background. We continued our community language programs in Vietnamese, Spanish and Khmer. Our International Day was a highlight of the school year celebrating performances, costumes and food from our diverse community.

Respect and responsibility
The School Fair Discipline Code incorporates rewards and discipline procedures, the school’s explicit Anti-Bullying plan and the Core Values of the Department of Education and Training (DET). This year, we formally introduced the ‘Value of the Month’ program which involves one of the 9 DET values being introduced at morning lines, school assemblies and explored and reinforced in the classroom. Values Awards are handed out to students. The value of the month is promoted through school newsletters and displays around the school linking the values to the school rules.

Students have continued to progress through the Bronze, Silver and Gold levels of the Fair Discipline Code which works to engage students and maintain good discipline.

There were 482 Bronze, 165 Silver and 36 Gold awards given out this year. No student was placed in the Orange or Red level.

Six students have been nominated to receive the Principal’s Award for receiving 4 Gold Awards.

Other programs
Priority School Program (PSP)
School Focus Kindergarten – Year 3
Maintain NAPLAN growth which is above state in Literacy and Numeracy. By improving Year 3 performance and maintaining growth, we aimed to have students achieve state average literacy and numeracy scores.

PSP funded an additional 2 days each week to ensure support of literacy and numeracy in all classes K-3.

English role.
Lessons focussed on Writing. Punctuation and Grammar activities were be linked to text type. This activity focused specifically on correct sentence structure. The support teacher worked collaboratively with the class teacher. Method of delivery included team teaching, group work and integrating computer technology. Teachers collaboratively planned, implemented and documented programs. Programs were evaluated regularly (at least once a term) and necessary adjustments were made to maximise teaching/learning and student engagement.

Mathematics role.
Lessons focussed on the language of mathematics and problem solving strategies. The support teacher worked collaboratively with the class teacher to run maths groups focussing on mathematical problem solving. Teachers collaboratively planned implemented and documented programs. Programs were evaluated regularly (at least once a term) and necessary adjustments made to maximise teaching/learning and student engagement.

PSP funding has allowed our school to;
• increase the level of students’ participation and engagement in learning
• improve the quality of teaching and learning
• raise the expectations of students, teachers, school executive, parents and caregivers
• strengthen partnerships between schools, parents and caregivers and community agencies
• increase the effectiveness of classroom and school organisation
• develop and sustain a positive and inclusive school culture
Student Representative Council

Student Representative Council (SRC) included elected SRC members from each class in K – 6. We were joined by the school captains, school councillors and the sport captains. In total approximately 54 students attended and chaired meetings Thursday afternoons.

Ten Year 6 SRC members were selected to attend the Youth Leadership forum. Students then presented what Leadership meant and the skills involved to the rest of the SRC council. SRC were interviewed by The Smith Family to give feedback about ideas and thoughts for further community improvement. It was a chance for the students to have a voice in what they liked about Fairfield Community.

Students in the SRC fundraising and environmental committee raised funds to purchase a school green house and worm farm in an effort to become environmentally. SRC student welfare committee had projects that included a school newspaper, radio and friendship club to give students a voice as well as developing social networks in the school. SRC sport committee with the support of teachers, have organised sport tournaments.

SRC also decided to promote the school value of ‘respect’ and perform role plays to the school assembly to show our school community how respect should look in and around the school.

South West Sydney Regional Advisory Council Pacific Achievement Awards.

Three of our students were successful nominations and winning finalists.

Richard Latu  Primary Rugby League
Charles Liava’a  Junior Community Service
Moses Suili  Junior Community Service and Junior Sports

Students from K – 6 have equitable access to information and communication technology (ICT). Each class has 2 to 3 computers and 13 of our classes have an Interactive White Board (IWB). Kindergarten to Year 2 have timetabled sessions in our computer lab which has 17 computers and an IWB as well as facilities for video conferencing. The school has already begun video conferencing in both virtual excursions where classes have accessed and taken part in a poetry reading and listened to and questioned a guest speaker. Staff have used this facility to participate in professional learning in the use of the IWB. Stage 3 students have access to a class set of laptops with wireless internet. Splitting the use and access of the computer lab and class laptop sets ensures that students receive equal access to ICT.

The technology team focused on ICT projects and workshops in professional learning sessions with teachers presenting technology projects incorporated into lessons. Students were involved in Web quests, creating web pages, animation, podcasting, wiki’s as well as lessons and websites using IWB. Student engagement increased as well as student direction, higher order thinking and problem solving skills.

The mathematics committee loaded software onto the school intranet to enhance teaching and learning programs. Years 5 and 6 successfully ran an email homework system as well as trialled an online wiki to further connect with families and the wider community.

Technology boxed sets are being compiled to support student learning with webcams, digital cameras, video camera and headphone sets to meet the demands of classroom programs.

Progress on 2009 targets

Our school targets were documented in the school management plan. Teaching programs in all grades maintained a focus on these targets. Student progress was monitored each term and data was collected from each class to record progress.

Target 1

90% of Year 3 and Year 5 students achieve minimum NAPLAN standards in literacy.

Strategies implemented to achieve this target included timetabled reading groups, home reading, professional learning for teachers and employing a teacher through PSP to focus on literacy in K-3 grades.

Our achievements include:

Year 3 NAPLAN results show over 90% of our students achieved minimum standards in reading, writing, spelling and punctuation.
Year 5 NAPLAN results show that we did not achieve our target in literacy.

**Target 2**

*90% of Year 3 and Year 5 students achieve minimum NAPLAN standards in numeracy.*

Strategies implemented to achieve this target included: employing a teacher to focus on number in K-3 classes, Count Me In Too program K-3, regular tables and number facts revision in classes.

Our achievements include:

Year 3 and Year 5 NAPLAN results show that we did not achieve this target.

**Target 3**

*70% of students apply relevant information and communication technology (ICT) skills as described in the school scope and sequence.*

Strategies implemented to achieve this target included professional learning for teachers and installation of 9 interactive white boards (IWB) in classrooms.

Our achievements include:

We achieved this target. Technology is used across the curriculum in all classrooms.

Years 5 and 6 classes are using email of homework and laptops for class work.

We now have 15 of 22 classrooms equipped with IWB. We will continue to install IWB as funds are available.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of school culture and the Key Learning Area of Creative and Practical Arts.

**Educational and management practice**

**Background**

A review of school culture was conducted to ensure continued development of our links with the community.

**Findings and conclusions**

There was a high level of satisfaction with the school. Responses from students Year 2 to Year 6 were 294, Staff were 36 and parents were 127.

- Staff responses indicate the school successfully recognises and celebrates achievement, fosters a sense of belonging and collective responsibility, and promotes improved student achievement.
- Parents indicated that the school successfully promotes improved student performance and is a community of learners. There was less confidence in the school responding to the context of the community and support for programs and practices in the school.
- Student response show high levels of satisfaction with 70% feeling a strong sense of belonging and recognition. Similar levels of agreement indicated a culture promoting improved student outcomes and a community of learners.

**Future directions**

As a result of this review the school will work to increase the level of support for school programs in the community. This will include explaining programs to parents and involvement in plans and policies. We will maintain student welfare programs that promote a sense of belonging and our school focus on improved student outcomes.

**Curriculum**

**Creative and Practical Arts**

**Background**

During 2009 there was a focus on Creative and Practical Arts (CAPA) across the school.

**Findings and conclusions**

Professional learning sessions were held for staff during the year. This support increased the range of CAPA activities students were exposed to in classes.

Formal programs such as keyboard lessons, dance lessons at Westfields Sports High School and Musica Viva provide expert tuition in music which expanded the experiences for students.

Visual arts are integrated into topics studied in classes. The range and number of activities provided for students varied due to teacher expertise.

Dance, choir and recorder activities provided increased opportunities for students in CAPA.
Future directions

We will continue to include expert tuition for students where appropriate and expose students to a wide range of CAPA experiences.

The most successful strategy to increase the range of CAPA activities in classes was modelling specific lessons and resources to teachers. This will be continued in 2010.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Teachers completed a survey on Quality Teaching practices in our school. Most evident strategies in classes are; opportunities for students to ask clarifying questions, use and explanation of subject specific language, making students aware of what makes good work, sharing of resources and teaching strategies with other staff and ensuring students feel valued irrespective of social and cultural background.

Parents and staff completed the School Map survey on school culture and indicated high levels of satisfaction. Refer to Educational Management earlier in this report.

Professional learning

The school planned professional learning for staff to enhance the implementation of 2009 targets. All staff participated in School Development Days each term. Activities included teaching reading strategies, reviewing mathematics resources and physical education sessions.

ICT professional learning needs were identified in staff surveys and a structured program was developed to ensure teachers were able to integrate technology into classroom programs. Activities included training in the use of IWB as well as sharing resources and group planning workshops.

To implement the professional learning strategy and average of $800.00 per teacher was funded through Teacher Professional Learning and Priority School Program.

School development 2009 – 2011

Our school has a three year plan with a focus on literacy, numeracy and technology. Each year the school prepares plans to achieve our targets in these priority areas. The finalised school plan for 2010 will be presented at P&C meetings in term one next year.

Targets for 2010

We have a continuing focus on literacy and numeracy supported by an increasing use of technology. Our school targets for next year have been based on a review of student performance across the curriculum in term 4.

Target 1

**Literacy improvement from Year 3 to Year 5 is equal to state average.**

- 93% of mainstream students achieve national minimum standard in literacy.

Strategies to achieve this target include:

- Develop teaching strategies and provide professional learning that target areas of weakness in NAPLAN.
- Develop assessment tasks for each term reflecting national assessment and state reporting requirements.
- Implement synthetic phonic program in grades Kindergarten to Year 3.

Our success will be measured by:

- Percentages of students achieving minimum standards.
- Implementation of consistent assessment and student performance records.

Target 2

**Numeracy improvement from Year 3 to Year 5 is equal to state average.**

92% of students in mainstream classes achieve national minimum standards in numeracy.

Strategies to achieve this target include:

- Develop teaching strategies and provide professional learning that target areas of weakness in NAPLAN.
- Develop assessment tasks for each term reflecting national assessment and state reporting requirements.
- Focus on tables and number facts at grade level.

Our success will be measured by:

- Percentages of students achieving minimum standards.
- Implementation of consistent assessment and student performance records.

Target 3

**Improve student Information and Communication Technology (ICT) skills**

80% of students apply relevant ICT skills to classroom tasks.

Strategies to achieve this target include:
Interactive Whiteboard training for staff.

Access to ICT resources for all classes and the development of specific resources for grade use across the curriculum.

Our success will be measured by:

- Percentages of students applying ICT skills successfully in their learning.
- Number of staff integrating ICT into class programs.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: