Fairfield West Public School
Annual School Report
Principal’s message

2012 was a year of engagement in deep learning for students, parents and teachers.

The implementation of two major equity programs Low SES National Partnership funding and PSP Funding allowed the provision of additional quality educational programs for all students, teachers and parents. Funding also provided the opportunity to employ additional staff with a range of skills that enhanced student learning.

Our emphasis in 2012 was on creating a 21st Century learning environment where Information Communication Technology was embedded across all Key Learning Areas and problem solving was a focus. Students enjoyed access to: a modern Laptop laboratory; a set of iPads; interactive whiteboards in each learning space; two video conferencing facilities and skilled teachers. It was also a year where classes engaged in competitions and shared learning with students globally.

Our school has an exceptional educational focus encompassing opportunities for all students across an extensive and rich curriculum which is differentiated to meet individual needs. In recognition of our quality programs in 2012, our Support Unit was selected as a Lighthouse School to work with others showcasing best educational practice for iPad use in Individualised Learning Plans.

Another of our highly valued achievements was the engagement of our parent community. Through the provision of workshops, meetings, assemblies and whole school celebrations we had a large number of parents engage with our school. 2012 saw the establishment of a Vietnamese group that met once a month and also later in the year an Arabic group, as well as our growing P&C. We look forward to building on this greater community involvement in 2013.

Fairfield West Public School’s enrolment continues to grow, attracting local families who were previously enrolled at independent education facilities and new families to the area. 2012 saw the establishment of two additional classes.

I thank everyone who has contributed to making 2012 a highly successful year and it is with great pleasure that I present this report outlining the outstanding achievement of the students, staff and parents of Fairfield West Public School.

I feel it is a privilege to be Principal of this great school, where all of the school community “Aim High” in all they do.

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.

Genelle Goldfinch

P & C message

2012 was yet another successful year with productive meetings held on the first Tuesday of every month. Fundraising included the Easter Raffle, the Mother’s Day stall, Father’s Day stall and the annual Christmas raffle. Money raised was used to air condition 4 new classrooms and the tiered learning space. This year we have extended the P&C group to include the Vietnamese and Arabic parent groups that were engaged in various activities to support the school. This included sewing the choir uniforms, cooking sessions and assisting at all fund raising events.

I want to take this opportunity to acknowledge the dedication of the principal and the teachers in providing a welcoming and exciting learning environment.

Ms Fiona Zuber, President

Student representative’s message

The 2012 Fairfield West Public School Student Representative Council (SRC) was comprised of the school captains and councillors, as well as, two students from each class in years 1 - 6 elected by classroom teachers and their peers.

The SRC met as a group on a fortnightly basis to organise publicity for fundraising and school events. This year the SRC have supported a number of fundraising events such as “Jelly in your Belly” and “Ice Cream Day”. The money raised will support 2013 SRC school leaders on a leadership training course in order to improve and further develop the students’ leadership abilities. The captains and councillors this year attended a number of events and meetings within the community to represent our school, as did our Ambassador. They also hosted K-6 assemblies, the Showcase Evening and our annual Presentation Night.

Being school captains, councillors and an ambassador has been an honour and a
privilege. It has given us the opportunity to get to know our peers as well as the teachers really well. We would like to thank our principal and all the teachers for their support through the year.

Syrus Lakisoé-Mapuna and Ricardo Rizzo

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>347</td>
<td>349</td>
<td>347</td>
<td>321</td>
<td>329</td>
<td>341</td>
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<td>271</td>
<td>279</td>
<td>302</td>
<td>290</td>
<td>307</td>
<td>327</td>
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</table>

Management of non-attendance

Student attendance is checked and monitored daily by the class teacher. Data is collected on a Lateness and Attendance Monitoring Program (LAMP) form for all students whose attendance is a concern. This form displays patterns of non-attendance and outlines procedures that need to be followed to reduce non-attendance. We also had the Home School Liaison Officer visit the school regularly to follow up on students that are causing concern.

Class Sizes

<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>KC</td>
<td>K</td>
<td>19</td>
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<tr>
<td>KK</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1N</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
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<td>22</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2R</td>
<td>2</td>
<td>27</td>
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<td>2S</td>
<td>2</td>
<td>22</td>
<td>22</td>
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<td>3D</td>
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<td>29</td>
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<tr>
<td>3I</td>
<td>3</td>
<td>30</td>
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<td>3R</td>
<td>3</td>
<td>25</td>
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<tr>
<td>4B</td>
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<td>4C</td>
<td>4</td>
<td>31</td>
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<td>4M</td>
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<td>5B</td>
<td>5</td>
<td>30</td>
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<td>5E</td>
<td>5</td>
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<tr>
<td>5I</td>
<td>5</td>
<td>29</td>
<td>29</td>
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<td>5/6P</td>
<td>5</td>
<td>20</td>
<td>32</td>
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<tr>
<td>5/6P</td>
<td>6</td>
<td>12</td>
<td>32</td>
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<td>30</td>
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<td>6J</td>
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<td>30</td>
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<tr>
<td>6W</td>
<td>6</td>
<td>30</td>
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Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20,528</td>
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<tr>
<td>Priority School Funding Scheme</td>
<td>1.2</td>
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<td>Community Language Teachers</td>
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<tr>
<td>Teacher of Mild Intellectual</td>
<td>3</td>
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<tr>
<td>Teacher of Moderate Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.815</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
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<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.8</td>
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<tr>
<td>School Administrative &amp; Support</td>
<td>12</td>
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<tr>
<td>Total</td>
<td>55.043</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

As part of the National Partnerships program, an Aboriginal Education Worker has been employed for one day each week to support the 8 identified Aboriginal students and their families.

Staff retention

There have been; two transfers, two promotions and one retirement. All resultant vacancies were filled through advertisement. This represents a percentage retention rate of 91%.

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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>62</td>
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<tr>
<td>Postgraduate</td>
<td>38</td>
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</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>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>352,590.46</td>
</tr>
<tr>
<td>Global funds</td>
<td>359,945.09</td>
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<tr>
<td>Tied funds</td>
<td>332,084.16</td>
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<tr>
<td>School &amp; community sources</td>
<td>100,630.33</td>
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<tr>
<td>Interest</td>
<td>14,713.17</td>
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<tr>
<td>Trust receipts</td>
<td>23,831.42</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>831,204.17</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>42,345.58</td>
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<tr>
<td>Excursions</td>
<td>33,076.00</td>
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<tr>
<td>Extracurricular dissections</td>
<td>61,394.71</td>
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<tr>
<td>Library</td>
<td>4,642.19</td>
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<tr>
<td>Training &amp; development</td>
<td>8,258.99</td>
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<tr>
<td>Tied funds</td>
<td>392,617.02</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>66,868.62</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>98,773.84</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>73,023.26</td>
</tr>
<tr>
<td>Maintenance</td>
<td>33,397.58</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>19,384.43</td>
</tr>
<tr>
<td>Capital programs</td>
<td>13,950.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>847,732.22</td>
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<tr>
<td>Balance carried forward</td>
<td>336,062.41</td>
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</table>

The school canteen is operated by the P&C. The treasurer maintains the financial records which are tabled at the monthly meetings.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Dance Company

This year Dance Company was made up of year 3-6 students who were identified by teachers, as they had previously displayed enthusiasm and commitment in other dance activities. This dance group was presented with the opportunity to work collaboratively with the teachers and dance students of Westfields Sports High School. The students took part in technique and composition lessons once a week for two hours during our winter sport program. These lessons closely resembled the year 7 dance classes that run
at Westfields Sports High School. Dance Company students worked closely with the high school dance students and teachers after school hours to perfect routines and learn additional dance sequences. Our students performed one of their dance pieces ‘Little Red’ and ‘Evening of Dance’ at the Casula Powerhouse Museum. Dance Company students have also performed at our Showcase Night, whole school assemblies, and at our annual Presentation Evening.

Gillawarna Festival of Performing Arts

This year Fairfield West Public School (FWPS) participated for the first time in the Gillawarna Festival of Performing Arts. 17 students from years 5 and 6 dedicated their lunch times and attended three day time rehearsals at Chester Hill North PS to rehearse 8 difficult songs. The FWPS choir group joined eight local schools to become a choir of approximately 200 students. There were many exciting performances (dances and singing) held over 2 days in September at Bankstown Sports Club. The Gillawarna festival allows students to experience the atmosphere, sound and thrill of a real theatre performance. It provides students with the opportunity to develop their confidence and self-esteem.

Showcase 2012

Showcase 2012 was a performing arts extravaganza, exhibiting the talents of over 400 students from K-6 with the help and support of 25 teaching staff.

Performances ranged from recorder groups, choir, a variety of class performances, dance groups, speeches and many cultural dances.

This year Showcase was performed in both a matinee and sold out evening performance. Over 400 tickets were sold to the event with proceeds going towards buying costuming, props and supporting the Creative and Practical Arts budget.

Showcase performances rely on the dedication and enthusiasm of FWPS teachers who put in many hours a week to create performances, design and make costumes, and train students for the event.

Showcase is an exciting and challenging event that is held in high esteem in the community of Fairfield West.

Film Club

Film Club was an initiative in 2012, where 25 students worked closely with two teachers to create an idea; make it into a script and then develop a film which was entered in to Wakakirri, an Australian performing and creative arts challenge. This interesting film was also viewed by the school community.

Talent Identification Program

As part of the Talent Identification Program, Syrus Lakisoe-Mapuna was selected in the Talent Identification Program (TIP) for both singing and public speaking. She was invited to participate and perform in the Director’s Choice Concert where she sang and gave her speech about multiculturalism. We are very proud of Syrus’ achievement.

Sport - Our Achievements

• A number of our PSSA teams made the semi-finals and grand finals in their respective competitions.
• Junior boys cricket, year 4 netball and the junior girls T-Ball teams were premiers.
• The senior boys softball team were grand finalists. Open girls soccer, senior boys cricket, senior girls basketball and year 5 netball all made the semi-finals of their respective PSSA competitions.

Year 4 Netball Premiers
• The school had one student represent Sydney South West at the NSW state athletics championships. Geromy Cluff (discus) competed at the state championships.
• The school had one student represent Sydney South West at the NSW State AFL championships. Geromy Cluff competed at the state championships.
• The school had one student represent Sydney South West at the NSW state cross country championships. Kyle Leonard (10 years) competed at the state championships.
• The school had one student represent Sydney South West at the NSW state girls hockey championships. Ashley Diaz competed at the state championships.
• The school had eight students who earned selection in the Horsley Zone team that competed at the Sydney South West athletics championships. Geromy Cluff (discus), Jesse Mkhaywa (long jump), Brayden Ottmann (100m, long jump), Kyle Leonard (800m), Tumama Alao (100m, 200m, junior relay), Alissa Crawford (junior relay), Prasana Harrison (junior relay) and Amy Trinh (junior relay) earned selection.

• The school had 5 students who earned representation in the Horsley Zone team that competed at the Sydney South West cross country championships. Jennifer Vu (12 years), Kyle Leonard (10 years), Anthony Scicluna (10 years), Tumama Alao (10 years) and Brayden Ottmann (9 years) earned selection.
• Joshua Della Vedova, Brayden Ottmann, Ryan Mao, Kyle Leonard and Ngan Nguyen had great success at the Horsley Zone swimming carnival and as a result made it to the Sydney South West swimming championships. Joshua competed in the 50m freestyle, backstroke, butterfly and junior relay events, Brayden swam in the 9 years 50m freestyle event and junior relay events. Ryan and Kyle were both part of the junior boys relay, while Ngan competed in the junior girls butterfly.
• Kyle Leonard and Geromy Cluff represented the school and the Horsley Zone at the Sydney South West championships in rugby league.
• Kyle Leonard and Geromy Cluff represented the Horsley Zone Rugby Union team at the SSW championships.
• Geromy Cluff made the Horsley Zone softball team that represented at the Sydney South West softball championships.
• Ebonie Rowland, Angel Cerqueira and Alysha Montano earned selection in the Horsley Zone touch team that competed at the Sydney South West Girls touch football championships.
• Geromy Cluff, Adam Khodr, Joseph Damaschino and Sapini Nua represented the school and the Horsley Zone at the Sydney South West boys’ hockey championships.
• Kyle Leonard represented the school and the Horsley Zone at the Sydney South West boys touch championships.
• Ricardo Rizzo represented the school and the Horsley Zone at the Sydney South West soccer championships.

Other

Information Communication Technology
Technology has been integrated and embedded into our teaching and learning programs where appropriate. Our school has adopted a pedagogy that the learning of either Numeracy or Literacy is our focus, with technology as a tool to reach our goal. This year we have had successful and innovative breakthroughs with technology.

We employed a full time ICT Mentor to work through K-6 to support teachers and classes with iPads and interactive whiteboard technology. Modelling and team teaching
occurred with high levels of engagement and support for quality programs within a classroom setting.

Parent workshops were offered both at introductory and expert level. Parents were able to learn a wide range of skills from how to compose and email, write a CV to creating movies and making presentations. Little Learner parent information sessions were also run with some of our students running live demonstrations on iPads.

This year we started a Collaborative community project with our year 6 class connecting with a year 5 class in California. This will follow on next year with a year 5 class sharing work and learning achieved with schools overseas. Students were able to speak live with students via Adobe Connect.

Some of our staff have presented at regional and state conferences on ICT integration.

We were also chosen as a ‘Lighthouse school for iPads in education’. Each week we have been giving professional development courses to 4 local schools on how to embed technology in a support unit environment, to support Individual Learning Programs.

**University of NSW English competition**

Forty-nine students participated with 1 High Distinction, 1 Distinction, 7 Credits and 40 Participation Certificates.

**University of NSW Mathematics competition**

Sixty-one students participated and were awarded 1 High Distinction, 6 Distinctions, 14 Credits and 40 Participation Certificates.

**School Excursions**

School excursions this year included: for stage 3, Narrabeen Sport and Recreational Camp, Taronga Zoo and Bondi to Clovelly; stage 2, the Powerhouse Museum and IMAX; stage 1 Georges River Environmental Education Centre; and Kindergarten students visited Calmsley Hill farm.

**High School Transition**

This year, year 6 students participated in a number of programs in order for them to have a smooth transition to high school. In term 1 selected students participated in a sporting program at Westfields Sports HS.

In term 4 all Year 6 students attended science classes at Westfields Sports High School. This gave the students the opportunity to become familiar with the high school environment. Students also attended transition programs at the neighbouring high schools including Fairvale, Cabramatta and Bossley Park.

At school, students participated in a middle schooling program for six weeks during term 4. Each student followed a timetable and attended weekly forty minute sessions in Mathematics, English, Drug Education, PDHPE, ICT, Science and Geography. Students had to follow a timetable, move from class to class and adjust to the teaching styles of different teachers.

**Academic**

**Debating**

Debating is a new extra-curricular activity that the school introduced this year.

In term 2, two teams entered into the NSW Premier’s Debating Challenge. Teams attended weekly workshops focusing on learning the necessary skills in debating. Students thoroughly enjoyed the experience, as did the teachers. Next year the program will continue at the beginning of term 1 to ensure students are confident in debating against other schools.
It's Academic

In terms 2 & 3 a team of 17 students was chosen to compete on the Channel 7 Australian children's program 'It's Academic'. On this game show, students from different schools competed against each other in a test of knowledge covering a number of diverse subjects including English, mathematics, science, geography, sport, music and popular culture. In preparation for the competition, students were exposed to various general knowledge questions. Our five teams of three and two reserves won their first heat, making it into the semi-final rounds. Unfortunately they did not make the grand final but thoroughly enjoyed the television experience - an experience that the participants will never forget!

Murder Under the Microscope

In term 3, a group of students entered the 'Murder under the Microscope' investigation. Murder under the Microscope is an interactive environmental investigation game for school students in years 5 to 10. Students worked in teams to research and analyse the evidence needed to solve an intriguing ecological mystery in a rich and engaging online environment. They used the website and their own research to identify the specific environment (crime site), the effects (victim) and the cause (villain). The crime is presented through a series of video re-enactments and online simulations. All students were challenged and engaged during this investigation.

World Education Games (term 1) and Mind Marathon (term 3)

World Education Games is a free online global competition where students compete in a variety of key learning areas, testing their literacy and numeracy skills. Selected students competed in both the Spelling and Mathematics competitions, which went over two days. Students thoroughly enjoyed competing against other students from various countries.

A team of year 5 boys entered into the East Hills Boys 'Mind Marathon'. Students competed in a vast range of activities ranging from literacy based challenges to mathematical problems and general knowledge tests.

Chess Club

The chess club was made up of 20 students from years 3 – 6. The club met weekly for an hour with an external and internal coach. Students developed some strong chess skills and enjoyed competing against each other.

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.

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)

School – Fairfield West Public School

SSG – Similar School Group

State DEC – NSW Department of Education and Community Schools
**Literacy – NAPLAN Year 3**

### Year 3 NAPLAN Reading

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<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
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<tbody>
<tr>
<td><strong>Average score, 2012</strong></td>
<td>423.3</td>
<td>401.1</td>
<td>419.6</td>
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#### Skill Band Distribution

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<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>2.4 12.2 18.3 19.5 30.5 17.1</td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>4.6 15.0 19.9 22.7 19.9 17.8</td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.3 11.7 16.8 20.5 22.3 24.5</td>
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</tr>
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</table>

### Year 3 NAPLAN Writing

<table>
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<th>State DEC</th>
</tr>
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<tr>
<td><strong>Average score, 2012</strong></td>
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<td>413.9</td>
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#### Skill Band Distribution

<table>
<thead>
<tr>
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<th>Percentage in Bands</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>4.9 7.4 11.1 16.1 19.8 40.7</td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>3.6 10.9 17.8 20.2 24.9 22.6</td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
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### Year 3 NAPLAN Spelling

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</thead>
<tbody>
<tr>
<td><strong>Average score, 2012</strong></td>
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<td>410.1</td>
<td>422.9</td>
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</table>

#### Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>3.6 10.9 17.8 20.2 24.9 22.6</td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>5.1 9.0 17.0 27.4 19.2 22.2</td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.2 8.6 14.2 25.1 19.3 28.6</td>
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</table>
Numeracy – NAPLAN Year 5

Year 5 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>466.9</td>
<td>474.4</td>
<td>493.6</td>
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Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>11</td>
<td>21</td>
<td>38</td>
<td>19</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Percentage in Bands</td>
<td>10.1</td>
<td>19.3</td>
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<td>17.4</td>
<td>9.2</td>
<td>9.2</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>10.1</td>
<td>20.6</td>
<td>28.0</td>
<td>23.2</td>
<td>10.8</td>
<td>7.3</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>8.1</td>
<td>15.7</td>
<td>30.1</td>
<td>26.1</td>
<td>13.1</td>
<td>6.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>6.4</td>
<td>13.2</td>
<td>24.6</td>
<td>26.7</td>
<td>14.2</td>
<td>15.0</td>
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Average progress in Reading between Year 3 and 5

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
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<tr>
<td>School</td>
<td>103.6</td>
<td>78.0</td>
<td>59.9</td>
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<tr>
<td>SSG</td>
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<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
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Average progress in Spelling between Year 3 and 5

<table>
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<tr>
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<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State DEC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Progress in numeracy

Average progress in Numeracy between Year 3 and 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>111.9</td>
<td>121.3</td>
<td>90.1</td>
</tr>
<tr>
<td>SSG</td>
<td>86.5</td>
<td>89.1</td>
<td>91.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

Multicultural education

79.94% of our students come from a language background other than English. Our largest ethnic group is the Vietnamese making up 22% of the school population; followed by Assyrian (11%), Arabic (10%), Khmer (6%) and Spanish (5%). Community languages taught are Vietnamese, Spanish, Assyrian and Khmer. Our cultural diversity is celebrated annually with International Day. The program includes a colourful display of art and dance from different countries and concludes with the whole school community enjoying a shared lunch together.

Significant programs and initiatives

Aboriginal education

School initiatives in 2012 included:

- Aboriginal flag flown daily.
- Acknowledgement of Country at all assemblies.
- School Aboriginal Policy updated annually with consultation of the AECG.
- Establishment and monitoring of Personal Learning Plans for all Aboriginal students.
- Employment of an Aboriginal Worker to strengthen links between the school and the community.
- Aboriginal team building sessions.
- Acknowledgement of NAIDOC Week and National Reconciliation Week.

In 2012, Jane Wade-Asher attended the Twugia project. This South Western Sydney program provides gifted and talented year 6 Aboriginal students with the opportunity to be innovative and to engage with our community elders to attain a deeper cultural understanding. At the end of the project Jane’s work was published in a book, a copy of which we have in the library. We are proud of Jane and we know that she further learnt the importance of what it means to be Aboriginal.
Significant religious events like Easter, Eid, Diwali and Christmas are also acknowledged through assembly talks and presentations.

Parent information and workshops
To strengthen the links with our community we surveyed parents to provide workshops and information sessions that were preferred by the majority. Information sessions included: Best Start; How to fill out a High School Application form; How to support your child at home in Literacy; How to support your child at home in Numeracy; Managing Children’s Behaviour 1 & 2; Triple P parenting course; NAPLAN.

Parents were also involved in sharing special celebrations including: International Day; Education Day; Book Week; Easter Hat Parade; Showcase; Athletics Carnival; Cross Country Carnival; Swimming Carnival; Talent Quest; fortnightly assemblies; High Achievement Morning Tea; Parent/Teacher Interviews and meet the teacher barbeque.

Pacific Islander Achievement Awards
At the Pacific Islander Achievement Awards for Sydney South West, Syrus Lakisoe-Mapuna was nominated in both the Junior Academic category and the Junior Community Service category where she successfully won the Junior Community Service award, having competed against nominees in the Fairfield, Liverpool and Campbelltown schools.

Gardening Club
As part of learning about sustainability and caring for our school environment a Gardening Club was established in 2012, and met twice a week to plant flora and water the gardens. Plants were donated by local businesses and also by parents. Vegetable gardens were also established around our school and individual classes grew plants and often picked and ate the produce.

National Partnership programs
December 2012 marks the second year of the National Partnership Program. The funding was used to release all the Assistant Principals from class to focus on teacher mentoring, team teaching and in-class supervision. The position of an Information and Communication Technology mentor was also established to assist with the effective use of interactive white boards and in the implementation of the iPad program. Four Student Learning Support Officers were employed to assist classroom teachers with the preparation of teaching resources and to provide some individual supervision and assistance to at risk students.

Other programs
Priority Schools Program (Equity)
School Focus

- Increase the percentage of year 3 students in the top two bands of NAPLAN grammar and punctuation from 43% in 2011 to at least 47% in 2012.
- Reduce the number of students in year 1-year 6 achieving below minimum standards in grammar and punctuation from 26% in 2011 to at most 24% in 2012
- Increase the percentage of year 3 students in the top two bands of NAPLAN numeracy from 29% in 2011 to at least 34% in 2012.
- Reduce the percentage of students in year 2-year 6 achieving below minimum standards in measurement from 19% in 2011 to at most 17% in 2012.

Staffing Supplementation

- Purchased 0.4 days (terms 1, 2 and 3) to focus on Literacy and Numeracy – K-3.
- Timetabled total allocation of 1.5 to team teach in K-3 classes.
- Individual attention given to at risk students.
- The school plan was to target K-3 students over the 4 year period, 2009 to 2012. Experienced teachers in Literacy and Numeracy were timetabled in K-3 classes to mentor and team teach over this period, 2009 to 2012.
- The table below clearly indicates the significant improvement of year 3 results by increased percentage of students achieving in Bands 5 and 6 and decreased percentage of students achieving in Bands 1 and 2 in that period.
Progress on 2012 targets

Target 1
Increased levels of literacy achievement for every student consistent with national, state and regional directions.

- Increase the percentage of year 3 students in the top two bands of NAPLAN grammar and punctuation from 43% in 2011 to at least 47% in 2012.
- Increase the percentage of year 5 students in the top two bands of NAPLAN grammar and punctuation from 23% in 2011 to at least 52% in 2012.
- Maintain student growth above state average between year 3 and year 5 in NAPLAN grammar and punctuation in 2012 (96 points in 2011).
- Reduce the number of students in year 1-year 6 achieving below minimum standards in grammar and punctuation from 26% in 2011 to at most 24% in 2012 as recorded in school based assessment data.

Our achievements include:
- Increase of 12.6% in year 3 students achieving the top two bands of NAPLAN in grammar and punctuation from 43% in 2011 to 55.6% in 2012.
- Increase of 1.3% in year 5 students achieving the top two bands of NAPLAN in grammar and punctuation from 23% in 2011 to 24.3% in 2012.
- Average school growth between year 3 and year 5 in NAPLAN grammar and punctuation at the end of 2012 was 87.9 as compared to state growth of 79.2 – a positive difference of 8.7.
- 535 students participated in the school based grammar and punctuation assessment in term 4. Students achieving below minimum standards dropped from 26% in 2011 to 22% in 2012, exceeding targeted growth by 2%.

Target 2
Increased levels of numeracy achievement for every student consistent with national, state and regional directions.

- Increase the percentage of year 3 students in the top two bands of NAPLAN numeracy from 29% in 2011 to at least 34% in 2012.
- Increase the percentage of year 5 students in the top two bands of NAPLAN numeracy from 23% in 2011 to at least 34% in 2012.
- Maintain student growth above state average between year 3 and year 5 in NAPLAN numeracy in 2012 (96 points in 2011).
- Reduce the percentage of students in year 2-year 6 achieving below minimum standards in measurement from 19% in 2011 to at most 17% in 2012.
- Increase the percentage of Kindergarten students achieving above minimum standards in the Perceptual strand of the Early Arithmetical strategies Framework from 28% in 2011 to 30% in 2012.
- Increase the percentage of year 1 students achieving above minimum standards in the Counting On and Back strand of the Early Arithmetical Strategies Framework from 41% in 2011 to 43% in 2012.
- Increase the percentage of year 2 students achieving above minimum standards in the Figurative strand of the Early Arithmetical Strategies Framework from 17% in 2011 to 25% in 2012.

Our achievements include:
- Increase of 13.7% in year 3 students achieving the top two bands of NAPLAN numeracy from 29% in 2011 to 42.7% in 2012.
- 95% of kindergarten students met the end of year expectations and reached perceptual level in the Early Arithmetical Strategies Framework.
- 78% of the year 1 students met the end of year expectation of counting on and back in the Early Arithmetical Strategies Framework.
- 47% of the year 2 students met the end of year expectation of counting on and back in the Early Arithmetical Strategies Framework.
School evaluation
- NSW public schools conduct evaluation to support the effective implementation of the school plan.

Background
Surveys collected from members of the school community included the following:
- Student Literacy – 124 students
- Student Numeracy – 125 students
- Parent community engagement – 109 community members
- Teacher AP Mentoring – 29 teachers
- Teacher ICT Mentoring – 20 teachers
- The parent survey collected responses on the level of school engagement with the teaching and learning cycle and feedback which included: engagement of the community in school events; home school communication; the school environment and Information and Communication Technology.
- Staff surveys collected information on the school’s Assistant Principal Quality Teaching Mentoring (APQTM) program and the Information Communication Technology Mentor (ICTM) program.
- Student surveys collected responses about Literacy and Numeracy from students in selected classes from grades 1 to 6.
- Classroom lesson observations were carried out regularly by the APQTM. Observations focused on the implementation of school literacy programs, numeracy programs and Information Communication Technologies embracing the teaching standards within the Quality Teaching Framework.
- A review of the 2012 School Management Plan and budget was conducted to audit the progress of implementation across the school. This involved reviews of staff employed under the National Partnerships and Priority School Program funding.
- A review of school based assessment procedures and data for the first semester was completed.
- School assessment procedures include Best Start assessments in Kindergarten, Y1-6 reading benchmarks, writing, grammar, vocabulary and mathematics assessments.
- A detailed analysis of the 2012 NAPLAN results for Year 3 and Year 5 was conducted using the SMART 2 software package.

Findings and conclusions
- 86% of surveyed staff said that their APQTM has improved their understanding of the teaching of literacy including grammar and punctuation. This has been reflected in significant improvement of results.
- 95% of surveyed students stated that the activities their teacher uses in literacy help them learn.
- 86% of surveyed staff said that their APQTM has improved their understanding of the teaching of mathematics.
- 100% of surveyed year 3 students agree that the activities their teacher uses in mathematics help them learn.
- Only 45% of surveyed students strongly agree that they have good space and measurement skills.
- 92% of surveyed parents agree that technology/computers have improved student learning at school.
- 90% of teachers surveyed stated that the ICT Mentor has improved their understanding of how to effectively use IWBs/IPADs for teaching and learning.
- 100% of Aboriginal students have a Personalised Learning Plan developed and implemented, and engage weekly with the Aboriginal Worker.
- 100% of Aboriginal students participated in a team building program with teachers, parents and Aboriginal Workers where they made biscuits for all students in the school.

Future directions
Employ an Assistant Principal Quality Teaching Mentor Literacy (APQTL) executive position to coordinate Literacy pedagogy across the school, including:
- Identifying the reading demands of the Proficiency bands and mentoring staff to explicitly teach the skills in the context of authentic texts.
- Teacher professional learning in the interactive literacy continuum K-6 and associated teaching and learning strategies.
• The provision of professional learning in reading by the APQTML and the APQTMEC.
• The provision of professional learning on the Australian Curriculum – English.
• Ensuring all staff participate in school based training and development to facilitate implementation of the Australian Curriculum.
• The implementation of the Focus on Reading program.

Employ an Assistant Principal Quality Teaching Mentor Numeracy (APQTMN) to coordinate numeracy pedagogy across the school, including:
• Identifying the numeracy demands of the Proficiency bands and mentoring staff to explicitly teach the skills.
• Early identification of students requiring individualised numeracy support and referrals to the Learning and Support Team.
• The provision of professional learning in numeracy, specifically Newman’s Error Analysis.
• The provision of professional learning on the Australian Curriculum – Mathematics.
• Monitoring the implementation of the TEN program.

Employ two Assistant Principal Quality Teaching Mentors Information Communication Technology (APQTMICT) to coordinate ICT pedagogy across the school, including:
• The provision of professional learning in ICT skills and applications.
• Providing ongoing information in the school newsletters and website regarding supporting ICT at home.
• Providing parent workshops.
• Assisting teachers to create an ICT goal in their Personal Professional Learning Plan.
• Monitoring the implementation of the ICT scope and sequence.
• Assisting stages with the development of assessment tasks linked to the scope and sequence.
• Assisting teachers to develop class programs that integrate ICT across all KLAs.

Employ a Vietnamese Community Liaison Officer, an Arabic Community Liaison Officer and an Aboriginal Worker to:
• Assist and translate for Vietnamese and Assyrian P&C meetings, to increase and enhance community involvement.
• Assist with Kindergarten and High School transition.
• Include a Vietnamese and Assyrian section on school website, to enhance parent involvement.
• Assist with the implementation of parent workshops in; literacy, numeracy and ICT in the native languages.
• Assist with enrolment of students, for improved transition to school.
• Increase the participation of the Aboriginal community in all aspects of teaching and learning.

Employ Assistant Principal Quality Teaching Mentor Early Careers (APQTMEC) to plan, implement and monitor individual early career teachers’ Personal Professional Learning Plan which develop all the elements of the Quality Teaching Framework, including:
• Monitor and update PPLPs for all early career teachers.
• Provide TPL for early career teachers in the form of team-teaching, demonstration lessons, teacher workshops and individual instruction.
• Develop and register all mandatory and school plan identified professional learning activities on MyPL.
• Monitor individual teachers’ participation, recording and evaluation of registered TPL sessions to support Accreditation and Maintenance.
• Provide support and guidance for teachers undergoing accreditation and maintaining accreditation.

Employ four SLSOs to:
• Implement MULTILIT with identified students.
• Implement MINILIT with identified groups of students.
• Support students in the safety net classes.
• Support Kindergarten students in the first 6 weeks of term 1.

Professional learning

Professional Learning for all staff was planned to implement and achieve the targets set out in the School Management Plan. Planned professional sessions were completed during Staff Development Days, weekly afternoon sessions, grade/stage meetings, network meetings and at external professional learning. Topics included:
• Developing a personal professional learning plan
This was completed by all staff, discussed with the supervisor and monitored through the year

- **Teaching Refugees in my classroom**
  This 5 module program spread over 10 hours was presented by the Regional Refugee Student Support. 49 teachers successfully completed this program.

- **Field Community of Schools**
  These professional learning meetings aimed at building leadership capacity among aspiring leaders. All day sessions were held once a term. Participating schools included Canley Heights, Smithfield, Smithfield West, Bonnyrigg and Prairievale. 10 staff members from Fairfield West Public school attended all 4 sessions.

- **Team Leadership for School Improvement**
  Team Leadership for School Improvement is a professional learning program that focuses on the development, implementation and evaluation of whole school planning. In 2012 our executive staff worked alongside seven aspiring leaders to deliver and participate in professional learning in Team Leadership for School Improvement. Our leadership team examined teacher quality, teachers as leaders, beliefs and values about teaching and learning, results-focused teamwork, data-focused school improvement, strategic professional learning and sustainability. Through participation in the Team Leadership for School Improvement program, our leadership team developed greater leadership capacity for guiding and managing results-focused whole school improvement.

- **Numeracy Support**
  Fairfield West PS had a total of 16 sessions throughout 2012 with a Numeracy consultant. A total of 29 K-6 classroom teachers (including support unit) were involved in the professional learning sessions focusing on developing a deeper understanding of quality pedagogy in the area of measurement and classroom implementation. Sessions included in-class demonstration lessons, followed by professional dialogue. This was followed by a team teaching session involving the consultant in the classroom.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

Increased levels of literacy achievement for every student consistent with national, state and regional directions

**2013 Targets to achieve this outcome include:**

- Increase the percentage of year 3 students in bands 3-6 of NAPLAN reading from 85% (average 2010-2012) to 88% (average 2011-2013).
- Increase the percentage of year 5 students in bands 5-8 of NAPLAN reading from 67% (average 2010-2012) to 70% (average 2011-2013).
- Increase the percentage of students who between year 3 and year 5 have shown growth in NAPLAN reading which is equal to or exceeds state average from 53% (average 2010-2012) to 60% (average 2011-2013).
- Increase the number of Kindergarten students from 73% (2012) to 80% in 2013, in reading texts at the end of term 3, to at least cluster 3 or above on the K-6 Literacy Continuum.
- Increase the number of year 1 students from 63% (2012) to 70% in 2013, in reading texts at the end of term 3, to at least cluster 5 or above on the K-6 Literacy Continuum.
- Increase the number of year 2 students from 54% (2012) to 61% in 2013, in reading texts at the end of term 3, to at least cluster 7 or above on the K-6 Literacy Continuum.
- Increase the number of Kindergarten students from 61% (2012) to 68% in 2013, in Comprehension at the end of term 3, to at least cluster 3 or above on the K-6 Literacy Continuum.
- Increase the number of year 1 students from 62% (2012) to 69% in 2013, in Comprehension at the end of term 3, to at least cluster 5 or above on the K-6 Literacy Continuum.
• Increase the number of year 2 students from 54% (2012) to 61% in 2013, in Comprehension at the end of term 3, to at least cluster 7 or above on the K-6 Literacy Continuum.

Strategies to achieve these targets include:

Employ an Assistant Principal Quality Teaching Mentor Literacy to plan, implement and monitor a whole school professional learning program to improve the teaching of reading and language

Focus on Reading
• Implement Phase 1 of the Focus on Reading program across grades K-6.

Best Start
• Assess all new students in first few weeks of term 1.
• Enter data and generate parent feedback sheets.
• Generate learning plans.
• Hold parent interviews for Kindergarten parents mid-term 1 to explain feedback sheets. Provide and demonstrate resources they can use at home to assist their child.
• ES1 teachers meet to learn how to use learning plans to guide Literacy programming focusing on the explicit teaching of the critical aspects of Literacy.
• Develop and implement PLPs for Aboriginal and GAT students.
• Design appropriate assessments to monitor student progress in the critical aspects.
• Work with individuals and groups of teachers to build understanding of the Australian Curriculum- NSW English Syllabus.
• Work with individual teachers modelling explicit quality teaching in Literacy in the classrooms.
• Work with teachers to develop quality programs reflecting the syllabus.

Employ Four Student Learning Support Officers to implement specific programs - Literacy
• Implement MULTILIT with identified students.
• Implement MINILIT with identified groups of students.
• Support students in the safety net classes.
• Support Kindergarten students in the first 6 weeks of term 1.

Data Collection
• Collect, collate and analyse student assessment data in Literacy to inform planning of teaching and learning programs, inform parents and evaluate the success of programs.
• Use data to support the annual evaluation process.

Employ an Assistant Principal Quality Teaching Mentor ICT to plan, implement and monitor a whole school professional learning program to improve the teaching of reading and language through ICT

• Improve the integration and use of ICT in teaching and learning activities.
• Develop a range of ICT resources in consultation with teachers to support Literacy programs/initiatives.

Literacy Resources
• Purchase resources to support whole school Literacy initiatives.
• Ensure appropriate access and distribution of Literacy resources.

School priority 2
Increased levels of numeracy achievement for every student consistent with national, state and regional directions

2013 Targets to achieve this outcome include:
• Increase the percentage of year 3 students in bands 3-6 of NAPLAN numeracy from 86% (average 2010-2012) to 90% (average 2011-2013).
• Increase the percentage of year 5 students in bands 5-8 of NAPLAN numeracy from 72% (average 2010-2012) to 75% (average 2011-2013).
• Increase the percentage of students who between year 3 and year 5 have shown growth in numeracy which is equal to or exceeds state average from 57% (average 2010-2012) to 65% (average 2011-2013).
• Increase the number of Kindergarten students in Perceptual and above in the Early Arithmetical Framework from 93% (2012) to 98% in 2013.
• Increase the number of year 1 students in Figurative and above in the Early Arithmetical Framework from 81% (2012) to 88% in 2013.
• Increase the number of year 2 students in Facile and above in the Early Arithmetical Framework from 86% (2012) to 90% in 2013.

Employ an Assistant Principal Quality Teaching Mentor Literacy to plan, implement and monitor a whole school professional learning program to improve the teaching of reading and language through ICT

• Improve the integration and use of ICT in teaching and learning activities.
• Develop a range of ICT resources in consultation with teachers to support Literacy programs/initiatives.

Literacy Resources
• Purchase resources to support whole school Literacy initiatives.
• Ensure appropriate access and distribution of Literacy resources.
Framework from 41% (2012) to 50% in 2013.

Strategies to achieve these targets include:

Employ a National Partnerships Assistant Principal Quality Teaching Mentor Numeracy (APQTMN) to plan, implement and monitor teacher personal professional learning plans (PPLPs) which develop all the elements of the Quality Teaching Framework in the teaching of mathematics

- Implementation of the current Mathematics Syllabus
- Familiarisation of the Australian Curriculum NSW Mathematics Syllabus and planning for implementation.
- Support teachers in their classrooms.
- Improve the integration and use of ICT in teaching and learning activities.

Best Start

- Assess all new students in first few weeks of Term 1.
- Enter data and generate parent feedback sheets.
- Generate learning plans.
- Hold parent interviews for Kindergarten parents mid Term 1 to explain feedback sheets. Provide and demonstrate resources they can use at home to assist their child.
- ES1 teachers meet to learn how to use learning plans to guide numeracy programming focusing on the explicit teaching of the critical aspects of numeracy.
- Develop and implement PLPs for Aboriginal and GAT students.
- Design appropriate assessments to monitor student progress in the critical aspects.
- Implement the Targeted Early Numeracy program K-2.

Data Collection

- Collect, collate and analyse student assessment data in numeracy to inform planning of teaching and learning programs, inform parents and evaluate the success of programs.
- Use data to support the annual evaluation process.

Newman's Error Analysis

- Implementation of teaching strategies in stages 1-3 to improve proficiency in problem solving and increased understanding of mathematical concepts.
- Stage TPL in Newman’s Error Analysis.
- Classroom demonstration lessons and team teaching.

Four Student Learning Support Officers to implement specific programs – Numeracy

- Implement school developed number facts program with identified students.

Resources

- Purchase resources to support whole school Numeracy initiatives.
- Ensure appropriate access and distribution of numeracy resources.
- Create/purchase and distribute appropriate resources to support Mathematics syllabus implementation.

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.

Genelle Goldfinch  Principal
Dalziel Rangiah    Deputy Principal
Vanessa Mah Chut  Assistant Principal
David Ottmann     Assistant Principal
Edwin Prasad      Assistant Principal
Tracy Funnel      Assistant Principal
Fiona Zuber       P&C President

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School Code: 1896

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: