2010 Annual School Report
Fairfield West Public School

NSW Public Schools – Leading the way
Messages

Principal’s message
This year will be remembered for the significant funding of school infrastructure in our school and across the nation. For most of the year our school grounds have had areas fenced off as classrooms have been refurbished and our new classroom building constructed. This will significantly improve the learning environment for our students and have an effect for many years. During these constant disruptions our main purpose has been delivering quality education to our students. Our students have demonstrated their talent and applied themselves to lessons. Many have achieved excellence in academic, sporting and cultural activities. We have maintained our positive school community, promoted the values of public education and ensured all students reach their potential. In this report you will read a review of our school achievements and the broad range of programs offered to our students. This has been a unique year and one that has seen significantly improved facilities for our whole school community.

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, Principal

P & C message
The P&C have had another successful year. We organised Mother’s Day and Father’s Day stalls. Both were very well received by both students and families. Our annual Christmas raffle also helped raise funds for the school. This year our fundraising purchased interactive whiteboards for two classrooms. Our meetings have included planning with the school principal and reporting parent concerns which have been addressed positively. Our members have been a small group but very active. Thanks to all involved and we look forward to continuing to support our school next year.

Fiona Zuber, P&C President

Student representative’s message
Year 6 students were able to show their talents in academic and sporting activities during the year. This Year’s Year 6 have really pulled together and had an enjoyable and productive year. Thank you to everyone for your support this year, especially the teachers who went so far out of their way to encourage us no matter what happened. Thanks to everyone. Remember no matter how steep the mountain gets, always ‘aim high’.

Captains; Lauren Truong, Amy Tran, Mauricio Maidana, Isaac Tamapua

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

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<td>271</td>
<td>279</td>
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Student attendance profile

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 2010 class size audit conducted on Wednesday 17 March 2010.

Note: Class size data are as provided by schools in the annual class size audit.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
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</tr>
<tr>
<td>1J</td>
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</tr>
<tr>
<td>1C</td>
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</tr>
<tr>
<td>2/3H</td>
<td>3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>31</td>
<td>31</td>
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</table>

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.

Staff establishment

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<td>Deputy Principal</td>
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<tr>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>3</td>
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<tr>
<td>Counsellor</td>
<td>2</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no Aboriginal staff employed.

Staff retention

One staff member has taken a promotion position as Assistant Principal. One staff member...
has taken up a regional position for 2011. One staff member has accepted a transfer.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

**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>
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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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This year twenty five students from years 3-6 attended the Festival of Instrumental Music at the Sydney Opera House. They practised for many months and on the day performed three pieces as part of a recorder ensemble of 300 students. The students learnt the pieces at three levels of Beginner Descant, Descant and Treble. The students look forward to challenging themselves with more difficult parts in the years to come.

**Junior Dance Group**

This year, students from Kindergarten to Year 2 were given the opportunity to join the Junior Dance Group. Students were required to audition to become part of this group. Once selected, students rehearsed once a week at lunchtimes, during Terms 2 and 3. This year the Junior Dance Group selected a cheerleading theme and danced with pom poms to the upbeat song 'I like to move it!' The students performed this item at our school concert in front of peers, teachers and community members.

Funding for the Tracks to Big School program coordinator wages is included in extracurricular dissections.

A full copy of the school’s 2010 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 2010**

**Achievements**

**Arts**

**Festival of instruments**

The Westfields Dance Ensemble was made up of students who were specially selected by teachers, as they had previously displayed enthusiasm and
commitment in other dance activities. This dance group worked collaboratively with the teachers and dance students of Westfields Sports High School. The students attended several rehearsals both during and after school hours to learn a dance titled 'Six Months on a Leaky Boat'. The students were fortunate to partner Year 7 and 8 dance students, in performing at Westfields 'Evening of Dance' at Casula Power House Museum. The Westfields Dance ensemble have also performed their dance at whole school assemblies, Kindergarten orientation and presentation night.

Education Week Showcase

To celebrate Education Week, the students of Fairfield West put on a school concert for the community. The concert titled 'Showcase', displayed a variety of items to highlight the range and diversity of opportunities presented to students at our school. The 'Showcase' comprised of items from dance groups, choir groups, recorder group, and public speaking speeches. The production was held in our school hall and was completed with the inclusion of creative costumes and effective lighting.

Choir

The Junior and Senior Choirs met at lunchtime once a week to participate and develop their skills in singing and performing. The students focused on singing at tempo and correct pitch. Both choirs had the opportunity to perform at a range of events within the school presented to students at our school. The 'Showcase' comprised of items from dance groups, choir groups, recorder group, and public speaking speeches. The Senior Choir also performed at the annual Presentation Evening held at Smithfield RSL.

Wakakirri

At FWPS, Wakakirri is an exciting event that happens every two years. This year, 66 students from years 3-6 participated and had the opportunity to perform at Bankstown Town Hall. The students performed extremely well and received highly commendable results from the judges.

O Lou aiga - (My Family) is a compelling story-dance about an orphan, who despite losing her entire family due to a tsunami in Samoa, finds a sense of belonging at FWPS. We felt this story was important to share as it raised awareness of the need for compassion for others during the toughest of times.

Girls dressed for Wakakirri

Sport

A number of our PSSA teams made the Semi Finals and Grand Finals in their respective competitions. Senior Boys Cricket team lost their Grand Final. Junior Girls Newcombeball, Junior Boys T-Ball, Junior Boys Cricket, Senior Girls Oztag, Senior Boys Softball and Senior Boys Rugby League all made the Semi Finals of their respective PSSA competitions. The school had three students who represented the Horsley Zone at the Sydney South West Athletics Championships. James Cluff (11 years 200m, High Jump, Discus and Senior 800m), Geromy Cluff (Junior Discus) and Andrew Nguyen (Senior 100m and 200m) earned selection. Geromy and James Cluff represented our school and the Sydney South West Athletics team at the NSW State Championships. They competed in the Junior Boys and 11 years boys Discus event both having won their respective events the Sydney South West Athletics Carnival.

The school had 2 students who represented our school and the Horsley Zone at the Sydney South West Cross Country Championships. James Cluff (11 years) and Kyle Leonard (8 years) earned selection. The Senior Girls Relay team had great success at the Horsley Zone Swimming carnival and as a result made it to the Sydney South West Swimming Championships. Annabel Crawford, Noor Shojaiefard, Nataelie Herwig and Leanne Quach were the team that qualified. James Cluff, Joel Divertie and Mark Lisciotto represented the
school and the Horsley Zone at the Sydney South West Championships in Rugby League. James Cluff was part of the Under 11’s team that won their competition. Joel and Mark both represented the Open’s team. Joel Divertie, James and Geromy Cluff represented the school and the Horsley Zone at the Sydney South West Championships in Rugby Union. Joel Divertie then went onto represent Sydney South West at the State Rugby Union Championships. In 2010 James and Geromy Cluff made the Horsley Zone Softball Team that represented at the Sydney South West Softball Championships. Jessica Tavita represented the school and the Horsley Zone at the Sydney South West Girls Netball Championships. Sarah Suli earned selection in the Horsley Zone Touch team but did not participate at the Sydney South West Girls Touch Football Championships. Nitin Moopnar, Kenneth Lim, Aaron Yuen, Ricardo Rizzo and Luke McGregor represented the school and the Horsley Zone at the Sydney South West Hockey Championships.

Three students in particular achieved outstanding sporting success on the field in 2010. Their achievements are outlined below:

James Cluff 2010 has proven to be another fantastic year on the sporting field for our Year 5 student James Cluff. He again displayed talent across many areas throughout the year. Firstly, James represented our school in the Senior Boys Softball team that reached the Semi Finals, Senior Boys Rugby League team who also reached the Semi Finals and the Senior Mixed AFL Gala Day team in the Horsley Zone PSSA competitions. James also represented the school and the Horsley Zone at the Sydney South West Rugby League (Team won the Championships), Rugby Union, Softball, Athletics and Cross Country Championships. After representing the school at the Sydney South West Athletics Championships, James then made the team to represent Sydney South West in Discus at the NSW State Athletics Championships.

2010 has also proven to be a fantastic year on the sporting field for our Year 4 student Geromy Cluff. He displayed talent across many areas throughout the year. Firstly, Geromy represented our school in the Junior Boys T-Ball team that reached the Semi Finals, Junior Boys Soccer team and the Junior Mixed AFL Gala Day team in the Horsley Zone PSSA competitions. Geromy also represented the school and the Horsley Zone at the Sydney South West Rugby Union, Softball and Athletics Championships. After representing the school and the Horsley Zone at the Sydney South West Athletics Championships, Geromy then made the team to represent Sydney South West in Discus at the NSW State Athletics Championships. Geromy also represented the school at the Horsley Zone Cross Country Championships.

In his final year at FWPS Year 6 student Joel Divertie has been heavily involved on the sporting field and achieved great success. Joel was a member of both the Senior Boys Rugby League and Senior Boys Softball teams that reached their respective PSSA Semi Final competitions. He represented the school at the Horsley Zone Swimming, Athletics and Cross Country Championships. Joel was part of the Horsley Zone Opens Rugby League team that competed at the Sydney South West Championships. His biggest achievement in 2010 was in earning representation in the Sydney South West Rugby Union team that competed at the NSW State Championships.

Other

Australian Maths Competition

51 students participated and were awarded 1 High Distinction, 5 Distinctions, 12 Credits and 33 Participation Certificates. Victor Nguyen (Year 4) achieved a High Distinction. Kennedy Cheav, Jennifer Wang, Jolie Lang, Nitin Moopnar and Linh Nguyen all received Distinctions.

Australian English Competition

43 students participated and were awarded 1 High Distinction, 3 Distinctions, 8 credits and 31 Participation Certificates. Kennedy Cheav (Year 3) achieved a High Distinction. Aaron Yeun, Jennifer Wang and Emily Nguyen all received Distinctions.
Our Trophy winners at the Cabramatta High School Chess Tournaments

Emily, Kennedy, Aaron and Jennifer

Tournament of the Minds
This year one team of seven students from years 3 to 6 entered the South West Sydney Tournament of Minds competition. These students worked independently on a challenging long term problem in the area of Mathematics and Engineering over a six week period. The students then had the opportunity to showcase their work at The University of Western Sydney. Students presented their long term challenge and took part in a short term challenge as well.

Chess Club 2010
This year has proven to be another great year for Fairfield West Public School's Chess Club. Our team, coached and coordinated by Mrs Colusso, has entered a number of competitions and competed with many primary and high schools across the state.

The Chess Club entered quarterly Cabramatta High School Chess Tournaments whereby there was always a trophy winner at each of these tournaments from their division.

The NSW Junior Chess League Primary Schools Competition was a state wide competition. 356 Schools had entered with 996 teams. Our school played in the Fairfield West Zone and played against St John’s Park Primary, Green Valley Primary, Georges Hall Primary and Marion Primary. These games were played on a home and away basis every Friday afternoon. We came second in our zone.

The final competition our school entered for the year was the NSW South-Western Suburbs Primary Schools One-Day Chess Tournament. This tournament was held at Fairfield West RSL and was the first year our school entered this one-day tournament. 12 Players entered this tournament and we were placed fourth.

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 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)

Literacy – NAPLAN Year 3. Reading

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</tr>
<tr>
<td>Band 2</td>
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<td>16</td>
<td>23</td>
</tr>
<tr>
<td>Band 3</td>
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<td>21</td>
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<td>Band 4</td>
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<td>Band 5</td>
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<td>Band 6</td>
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<table>
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**Writing**

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**Skill Band Distribution**

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**Spelling**

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**Skill Band Distribution**

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</tr>
<tr>
<td>State DET average 2010</td>
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<td>18.7</td>
<td>23.7</td>
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**Grammar and Punctuation**

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**Skill Band Distribution**

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**Numeracy – NAPLAN Year 3**

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**Skill Band Distribution**

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<th>Percentage in band</th>
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<tr>
<td>6</td>
<td>10</td>
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</table>

**School average 2008 - 2010**

- 9.5
- 11.5
- 30.8
- 24.9
- 14.6
- 8.7

**SSG average 2010**

- 4.8
- 16.7
- 28.2
- 22.6
- 19.3
- 8.4

**State DET average 2010**

- 4.1
- 14.2
- 24.7
- 21.9
- 21.6
- 13.5

**Percentage of students in bands: Year 3 numeracy**

**Literacy – NAPLAN Year 5**

**Reading**

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**Skill Band Distribution**

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<th>Percentage in band</th>
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<td>4</td>
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<td>9.6</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>2.4</td>
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**School average 2008 - 2010**

- 18.1
- 23.0
- 26.0
- 17.4
- 12.1
- 5.4

**SSG average 2010**

- 10.6
- 16.8
- 29.5
- 23.8
- 11.7
- 7.8

**State DET average 2010**

- 9.0
- 14.6
- 24.5
- 21.5
- 14.9
- 15.5

**Percentage of students in bands: Year 5 reading**

**Writing**

<table>
<thead>
<tr>
<th>Average mark, 2010</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
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<tr>
<td>457.2</td>
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**Data table**

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<th>Band</th>
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<th>Percentage in band</th>
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<tr>
<td>8</td>
<td>1</td>
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**School average 2008 - 2010**

- 10.4
- 16.7
- 25.3
- 34.3
- 9.7
- 3.7

**SSG average 2010**

- 8.9
- 15.2
- 28.6
- 33.9
- 10.9
- 5.5

**State DET average 2010**

- 5.3
- 10.4
- 22.6
- 36.9
- 15.3
- 9.5

**Percentage of students in bands: Year 3 writing**
**Grammar and Punctuation**

**Percentage of students in bands:**

*Year 5 writing*

- **Percentage in band**
- **School average 2008 - 2010**
- **SSG average 2010**
- **State DET average 2010**

**Numeracy – NAPLAN Year 5**

**Percentage of students in bands:**

*Year 5 grammar and punctuation*

- **Percentage in band**
- **School average 2008 - 2010**
- **SSG average 2010**
- **State DET average 2010**

**Percentage of students in bands:**

*Year 5 spelling*

- **Percentage in band**
- **School average 2008 - 2010**
- **SSG average 2010**
- **State DET average 2010**
Progress in literacy

Reading

<table>
<thead>
<tr>
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<td>School</td>
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<td>79.2</td>
<td>103.6</td>
</tr>
<tr>
<td>SSG</td>
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<td>N/A</td>
<td>83.6</td>
</tr>
<tr>
<td>State DET</td>
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Writing

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<td>SSG</td>
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<tr>
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Progress in numeracy

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<td>97.1</td>
<td>111.9</td>
</tr>
<tr>
<td>SSG</td>
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<td>N/A</td>
<td>86.0</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

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 2010**
Percentage of Year 5 students achieving at or above minimum standard in 2010

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>81</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
<td>83</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

This year’s program included observation of NAIDOC week, bush tucker workshops for students, 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, Assyrian 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 192 Bronze, 189 Silver and 57 Gold awards presented this year.

National partnership programs

Our school will participate in the National Partnership programs next year. Plans are documented in our school plan for 2011. Funding will expand our school programs to include; increase executive release to provide professional learning and support for supervised staff, speech pathology, increased professional learning for staff, 4 teacher aides in classrooms and a coordinator for literacy and numeracy programs.

Connected learning

Fairfield West Public School is using technology to support all literacy and numeracy targets. Students from K – 6 have equitable access to information and communication technology (ICT). Each class has 3 computers and 18 of our classes have an Interactive White Board (IWB). There is also an Interactive White board (IWB) in the library for use by all classes. 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 regularly uses the video conferencing in both virtual excursions and for Staff 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. 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 technology team provided professional learning sessions with teachers presenting technology projects incorporated into lessons. The technology team created school Interactive White Board flipcharts which are grammar based and linked closely to data received from our NAPLAN results. Technology boxed sets were created support student learning with webcams, digital cameras, video camera and...
headphone sets to meet the demands of classroom programs.

Other programs

Priority School Program (PSP)

School Focus

- 93% of mainstream students achieve national minimum standards in literacy.
- 92% of mainstream students achieve national minimum standards in numeracy.
- Maintain NAPLAN growth at a level that is higher than state.
- Early intervention of at risk students K-3.
- Maintain student progress in Years 4 – 6.

Literacy

- Focus on Writing.
- Support teacher to work collaboratively with grade teams to plan lessons focusing on areas of weakness as indicated in 2009 NAPLAN data.
- Use of NAPLAN strategies to guide and direct lesson planning and delivery.
- Programs continually evaluated and necessary adjustments made.

Numeracy

- Support teacher to work collaboratively with grade teams to plan lessons focusing on areas of weakness as indicated in 2009 NAPLAN data.
- Use of NAPLAN strategies to guide and direct lesson planning and delivery.
- Programs continually evaluated and necessary adjustments made.

Staffing Supplementation

- Purchased 0.4 days to focus on Literacy and Numeracy – K-3.
- Support teachers (total allocation of 1.5) in literacy and numeracy worked collaboratively with the class teacher in planning, implementing and documenting programs.
- Teaching and learning experiencing included team teaching, group work and using the Interactive White Board as teaching tool.

Progress on 2010 targets

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.

Our achievements include:

- All grades completed a standard reading and writing assessment at the end of each term.
- Grade results were collected each term and progress monitored.
- 95% of Year 3 students achieved national minimum standard. 81% of Year 5 students achieved national minimum standard.

Target 2

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

92% of mainstream students achieve national minimum standard in numeracy.

Our achievements include:

- All grades completed a standard reading and writing assessment at the end of each term.
- Grade results were collected each term and progress monitored.
- 95% of Year 3 students achieved national minimum standard. 95% of Year 5 students achieved national minimum standard.

Target 3

*Improve student information and communication technology (ICT) skills.*

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

Our achievements include:

- 90% of staff attended professional learning in the area of Interactive Whiteboards.
- 95% of staff using the revised the K-6 technology scope and sequence so student skills are developed through a logical progression of ICT skills and knowledge.
• 90% students developed new skills such as developing presentations using different software, creating visual projects, utilising webquests and email homework tasks during the year.
• 90% use of the computer lab, student laptops and video conferencing equipment.
• Increase in classroom computers so more students have greater access to computer time.
• Development of technology resources boxes which include a range of equipment to support ICT learning across all Key Learning Areas.

**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 2010 our school carried out evaluations of School Planning and the Science and Technology curriculum.

**Educational and management practice**

**Planning**

**Background**

A review of school planning was conducted in preparation for participation in the National Partnership program from 2011-14.

**Findings and conclusions**

Parents and students generally believe that the school leadership team understands and supports the school. Consequently they are able to get the best from staff and students.

• The majority of parents and staff feel that the school continually finds ways to improve student outcomes and involves other groups in these decisions.
• All groups acknowledge that they are encouraged to accept appropriate planning roles within the school.
• All groups acknowledge the main purpose of school targets is to improve student learning outcomes.

The results also show some parents feel that the school does not fully explain to them what it is buying and why.

**Future directions**

• There is a need for the planning we conduct, such as the School Management Plan (SMP), to be more directly shared with our community. We will look at ways of improving communication to parents. The SMP will be presented to P&C meetings early in 2011.

**Curriculum**

• **Science and Technology**

**Background**

During 2010 Science and Technology programs were reviewed by a staff committee.

**Findings and conclusions**

• The committee investigated and planned for the introduction of the National Curriculum for Science which is currently in draft form. Consultation on the Science document concluded in May and the Science Curriculum will operate from 2012. It will be based on Grade rather than Stage Units and the focus will broaden to include Science as Human Endeavour.

• A professional learning session was held for staff in Term 4 to develop whole school awareness of the content of the new National Curriculum as well as to explain teacher access to the National Curriculum website. All staff have now been introduced to the draft document with cross-curriculum dimensions as well as the related sites with work samples.

• Current resources have been reviewed and culled so new resources have been purchased to support the broader focus of the curriculum. Staff access to these resources has been increased by loading them onto the school server.

**Future directions**

• Professional learning will be implemented when the final online publication of the Science Curriculum occurs in early 2011.
We will need to continue to increase the resources for the effective teaching of Science.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Student survey results indicate a positive attitude towards school and learning. The school includes a variety of extra-curricular activities during the year to encourage participation and provide a broad range of experiences for all students.
- There are very positive relationships between teachers and students and teachers demonstrate effective classroom management practice.
- Many students say that their teachers have high expectations. Some teacher responses did not confirm that they hold high expectations for student success.
- Students value reading and believe they have good reading, writing, talking and listening skills. They receive formal feedback about their achievement and progress in reports, achievement awards and written feedback on assessment tasks and work samples. Teachers provide informal feedback to students through a range of strategies in classroom activities, in small groups and to students individually.
- Many students identified the need for teachers to differentiate classroom activities to better meet the learning needs of every student. Some students find the work too hard and some too easy; some finish their work quickly and some don’t have enough time. Some students indicated that teachers need to introduce new concepts and ideas more effectively and purposefully with the learning needs of all students in mind. Teachers need to deliver the curriculum in sequence with realistic expectations about the curriculum content taught each term.
- Explicit teaching strategies are used in classrooms and students are able to transfer their skills across KLAs.

- Students are engaged in classroom activities and teachers use a variety of different resources and T&L strategies to achieve high engagement and improve learning.

Staff profile

- The school receives $77,000 each year through Priority School Program funding. 31% of this funding was spent on professional learning for teachers in 2009. In addition $24,000 Teacher Professional Learning funding was provided each year to train staff in 2008-09.
- There are different training needs for newly appointed staff and experienced staff. Different roles within the school also required specific training and professional learning needs.
- Staff survey responses and DASA Skills evaluation identified the need for targeted TPL for all staff to increase their knowledge and understanding about how data should be used to improve student learning outcomes and to increase their knowledge about and skills to access and use the SMART Data program individually and in stage groups.
- Teacher and student survey responses identified areas for targeted TPL including: consistency of teacher judgements (CTJ) and monitoring of student assessment responses, effective T&L strategies in reading and the development of students’ literacy skills, developing and implementing quality assessment rubrics and best practice consistently across the school, how to give quality feedback to students and colleagues, making all learning purposeful and always clearly explaining the purpose of the learning and on the use and effective, consistent implementation of Modelled, Guided and Independent T&L strategies.
- There is a need to provide targeted TPL to ensure that all teachers have a deep knowledge and understanding of the English K – 6 syllabus so they can teach it with confidence and take responsibility for the literacy development of all students at the school. Many teachers identified the need to develop their knowledge about assessment of narratives and expositions.
School targets for 2008-09 were aimed at improving literacy and numeracy. Professional learning funds were provided opportunities for teachers to plan consistently across grades to address identified areas of weakness in both literacy and numeracy from NAPLAN results. Teachers were trained in the use of Interactive Whiteboards for literacy and numeracy lessons.

Survey results found that there is a significant percentage of teachers, between 40 and 60 percent, who need to develop deeper knowledge and confidence in the K-6 English syllabus, use explicit criteria for assessing student work, provide explicit feedback to students and explain the purpose of lessons. School planning will include professional learning to develop teaching programs and activities in these areas.

A significant majority of teachers believe higher order thinking skills are integrated into their programs, lessons include a range of activities that address student needs and that there is integration of literacy and numeracy across other Key Learning Areas.

Many teachers indicated that they use the syllabus and modules, DET and school developed documents and resources to inform their planning.

Many teachers indicated that student assessment informs programming and they believe this is significant in improving student outcomes. Teachers believe that small groups, the involvement of support staff in supporting these groups and in planning are improving student reading outcomes.

Staff surveys and documentation identified that explicit marking criteria is used for assessment rubrics and that students are informed about the criteria both verbally and in writing.

Teachers identified that the key features of the school writing program include consistency, sentence construction, sequencing and modelling, pre and post assessments, assessment rubrics.

Teachers identified that the key features of the school reading program include consistency, Best Start, 3 – 6 backward mapping, explicit teaching, focus on comprehension skills and strategies, collaborative planning in programming and quality assessment tasks with small groups and support staff assisting in classrooms and planning.

Some teachers indicated that students’ reading fluency and comprehension skills were improving and specific comprehension skills and strategies were being taught explicitly. Improvement in students’ vocabulary and spelling had also been observed by many teachers.

Teachers use IWBs, ICT programs, internet resources and concrete materials in numeracy sessions.

The majority of teachers stated that NAPLAN data is used to inform whole school improvement planning. A small number of teachers use NAPLAN data to inform T&L in classrooms and to improve outcomes for individual students.

Parents/community

Parents and students have high expectations of student achievement.

School reports give explicit feedback to parents about their child’s achievement and parents need to be better informed about students’ NAPLAN and Best Start assessments.

Parents support homework and some think more should be given to improve students’ skills in literacy and numeracy. A suggestion was made to reintroduce the homework group and/or start a homework centre after school.

Some parents indicated that they would like the school to provide their child with the opportunity to enter university competitions.

The school needs to maintain activities that provide opportunities for parent and community participation and information about school organisation and programs.

Parents believe that literacy, numeracy and ICT are very important to their child’s learning. Some suggested that access to
computers and the internet should be increased in classrooms.

- It was suggested that more, easy to understand surveys be sent to parents so they could provide more input into the school and participate more in school planning.

**Professional learning**

The school planned professional learning for staff to enhance the implementation of our 2010 school targets. All staff participated in School Development Days each term. Activities included a combined session with staff from Westfields Sports High School and a presentation from Professor Jenny Gore on quality teaching strategies.

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.

Staff worked in teams during terms 2 and 3 to; plan the implementation of the National Science Curriculum, review the teaching of comprehension, mathematics and writing across the school.

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 2011 will be presented at P&C meetings in term one next year. The 2011 school plan has been revised to include strategies funded through National Partnerships.

**Targets for 2011**

Our school targets for next year have been based on a review of student performance across the curriculum during term 4.

**Target 1**

1. **Improved reading outcomes for mainstream students.**
   1.1 Reduce the number of students in Year 3 achieving at or below minimum standard from 14% in 2010 to 5% in 2011 in NAPLAN Reading.
   1.2 Increase the percentage of Year 3 students in the top two bands of reading from 43% in 2010 to 50% in 2011.
   1.3 Reduce the number of students in Year 5 achieving at or below minimum standard from 28% in 2010 to 15% in 2011 in NAPLAN Reading.
   1.4 Increase the percentage of Year 5 students in the top two bands of reading from 14% in 2010 to 25% in 2011.

Strategies to achieve this target include:

- TPL for all teachers on effective guided, modeled and independent reading, writing and comprehension strategies. Employ consultants to provide TPL as required.
- K-6 literacy coordinator to provide professional learning and monitor implementation of literacy programs.
- Monitoring individual progress each term.

Our success will be measured by:

- The percentage of Year 3 and Year 5 students achieving at or below minimum reading standard in 2011 NAPLAN.
- The percentage of Year 3 and Year 5 students in the top two bands of reading.
- The percentage of students in grades achieving at or below grade reading expectation.
- The percentage of students achieving high and outstanding results in grade reading assessments.
Target 2

2. Improved writing outcomes for mainstream students.
   2.1 Reduce the number of students in Years 3 achieving in Bands 1, 2 and 3 of Writing from 19% in 2010 to 10% in 2011 in NAPLAN Writing.
   2.2 Increase the percentage of Year 3 students in the top two bands of Writing from 54% in 2010 to 60% in 2011.
   2.3 Reduce the number of students in Years 5 achieving at or below minimum standard from 20% in 2010 to 10% in 2011 in NAPLAN Writing.
   2.4 Increase the percentage of Year 5 students in the top two bands from 9% in 2010 to 25% in 2011.

Strategies to achieve this target include:
- TPL for all teachers on effective guided, modeled and independent reading, writing and comprehension strategies. Employ consultants to provide TPL as required.
- K-6 literacy coordinator to provide professional learning and monitor implementation of literacy programs.
- Monitoring individual progress each term.

Our success will be measured by:
- The percentage of Year 3 and Year 5 students achieving at or below minimum writing standard in 2011 NAPLAN.
- The percentage of Year 3 and Year 5 students in the top two bands of writing.
- The percentage of students in grades achieving at or below grade writing expectation.
- The percentage of students achieving high and outstanding results in grade writing assessments.

Target 3

3. Improved Data, Measurement, Space and Geometry outcomes for mainstream students.
   3.1 Reduce the number of students in Years 3 achieving at or below minimum standard from 9% in 2010 to 6% in 2011 in NAPLAN Data, Measurement, Space and Geometry.
   3.2 Increase the percentage of Year 3 students in the top two bands in Data, Measurement, Space and Geometry from 23% in 2010 to 30% in 2011.
   3.3 Reduce the number of students in Years 5 achieving at or below minimum standard from 27% in 2010 to 15% in 2011 in NAPLAN Data, Measurement, Space and Geometry.
   3.4 Increase the percentage of Year 5 students in the top two bands in Data, Measurement, Space and Geometry from 12% in 2010 to 25% in 2011.

Strategies to achieve this target include:
- K-6 numeracy coordinator to provide professional learning and monitor implementation of numeracy programs.
- Monitoring individual progress each term.

Our success will be measured by:
- The percentage of Year 3 and Year 5 students achieving at or below minimum numeracy standard in 2011 NAPLAN.
- The percentage of Year 3 and Year 5 students in the top two bands of numeracy.
- The percentage of students in grades achieving at or below grade number expectation.
- The percentage of students achieving high and outstanding results in grade number assessments.

Target 4

4. Improved connected learning, student engagement and retention
   4.1 90% of students applying relevant ICT skills described in school scope and sequence.
   4.2 Culturally inclusive programs included in school plans.
   4.3 Programs to strengthen links between home and school.

Strategies to achieve this target include:
- TPL for all staff to integrate ICT across the curriculum.
• Teacher mentor assist teachers to develop quality classroom practice and provide feedback on effective teaching.

• Increase executive professional learning opportunities and the roles of executive developing pedagogy skills of supervised staff.

• Regular speech therapy for students and teacher training.

Our success will be measured by:

• The percentage of students applying relevant ICT skills described in the school scope and sequence.

• The number and quality of culturally inclusive programs included in school activities.

• The level of student engagement in school programs and the level of support for these programs from parents and the community.

**Target 5**

5. **Teacher Quality – annual curriculum review, Aboriginal Education and professional learning**

5.1 Review National Curriculum and plan implementation

5.2 Include Aboriginal Education activities for all classes

5.3 Programs to strengthen links with local schools

Strategies to achieve this target include:

• Teacher mentor assist teachers to develop quality classroom practice and provide feedback on effective teaching.

Our success will be measured by:

• Preparation for the implementation of national curriculum.

• The number and quality of class programs that include Aboriginal Education activities.

• The number and quality of professional learning activities with local schools.

**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.

Glenn Walker - Principal

Dalziel Rangiah – Deputy Principal

Tracy Funnell – Assistant Principal

Dave Ottmann – Assistant Principal

Eddy Prasad – Assistant Principal

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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: