



Principal's Report

School Review

We are fast approaching our School Review – a process that occurs every four years where our school's performance is analysed against the goals and targets in our strategic plan. The school has spent much of this term gathering evidence and seeking feedback to support us with the school's self-evaluation, where we determine our performance against the *Framework for Improving Student Outcomes*.

On the 5, 11 and 13 September, the school will be visited by Libby Tudball, (our DET appointed school reviewer) Graham Stevenson, (Senior Education Improvement Leader) and challenge partners Kerrie Williams, (Principal of Northcote PS) and Cheryl Bondeson, (Principal of Preston West PS).

On these days, the panel will review the school's performance in a number of ways. This includes:

- Analysis of school documentation
- Discussions with staff and students
- Classroom visits

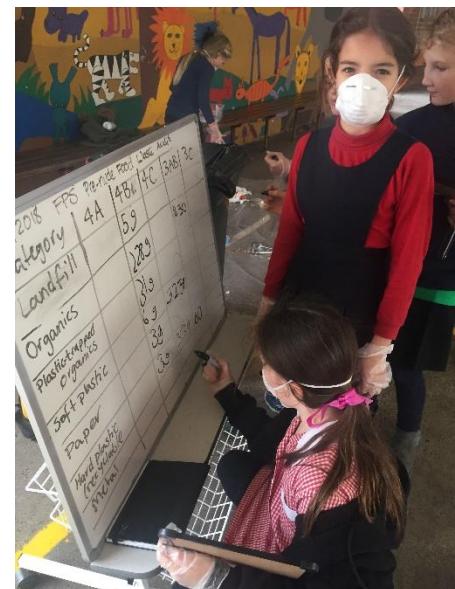
At the end of this process, the panel reaches a conclusion about improvement outcomes, which becomes the focus for the next *School Strategic Plan*. The school reviewer will produce a *Review Report*, which will be available to the school community.

Sustainability

A strong sustainability theme ran through the school last week. Our *Environmental Sustainability Working Group* have been hard at work and we are proud of their efforts.



Food waste audit in progress



Recording the results of the audit

Last week we focussed on the following sustainability activities:

- A **waste audit** carried out by parents and students. More details can be found in this newsletter.
- **CERES incursions** with a focus on empowering children and helping them to become conscious of their choices when it comes to managing waste.
 - Foundation – Year 4 students learned about worms and compost, and how our food waste can be useful.
 - The Year 5/6 students learned about the power of their choices as consumers.
- The Year 3/4 area is **trialling new bins** to separate soft plastic, recycling, compost and general waste. More information about this is also available in this newsletter.
- We held a **Nude Food Day** last week, which was a great success. It was wonderful to see the students having thought carefully about how to package their lunch on this day. There was also a notable reduction in litter in the playground.
- The hall was full last Thursday for our showing of '**A Plastic Ocean**', which was followed by a question and answer session with a distinguished panel with expertise in the area of sustainability.

If you are interested in being involved in future environmental initiatives, keep an eye out in Compass for upcoming meetings.



Ready to watch '*A Plastic Ocean*'



Delicious Nude food!

Policy Updates

The policy committee has been busy. The following policies are approved and available to view online:

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| <ul style="list-style-type: none">• Camp Policy• Complaints Policy• Digital Technologies Policy• Duty of Care Policy | <ul style="list-style-type: none">• First Aid and Care Arrangements for Ill Students Policy• Visitor Policy• Yard Duty Supervision Policy |
|---|---|

Parent Opinion Survey

Thank you to the randomly selected families who have completed the parent opinion survey. We have had a 26% response rate. The survey closes on **Sunday 2 September** and would appreciate selected families finding the time to complete the survey, which will help inform and direct future school planning.

Building Update

Art Studio

You may have noticed that work commenced on the old staff room – which will become the **new art studio**. Staff have vacated this space and are now using the BER foyer as a staff room. We are looking forward to the new art studio being ready for the start of next term.

Building Upgrade

The building upgrade work is on schedule. Demolition of the existing art block will occur during the term three holidays and construction of the new building is under way, ready for installation next term.

The school receives a furniture grant for this works program however there will not be sufficient funds in this budget to include the digital screens that we currently have in every classroom. Due to the importance of these screens from a learning and engagement perspective, School Council has approved the spending of \$10,000 of fundraising money for the purchase of six screens.

Netball Court Opening

Next Friday the Minister for Sport, John Eren, will officially open our netball court at 9:30am.

~ Paul Wallace, Acting Principal

Assistant Principal's Report

Year 3 Claymation Showcase

It was amazing to see the Year 3 rooms filled with family members last week to celebrate the completion of the Year 3 *Claymation* unit. Year 3 students spent term two investigating and researching life cycles. They used this information to write scripts to explain a life cycle of their choice. Students worked with their teachers (and external presenters during incursions) to build their knowledge and skills to transform their scripts into live action *Claymation*.

The final products were amazing and it was great to see the thought and effort that went into the development of these projects. Some of the facts were very interesting and the skills of collaboration and sense of pride students experienced from weeks of hard work was unquestionable.



Professional Learning Communities

Last week Anna Lithgow, Monique Crow, Aaron Chaston, Paul and I attended two days of professional learning to build our understanding of *Professional Learning Communities (PLCs)*, how they can build teacher capacity and improve student-learning outcomes.

We discovered that effective *PLCs* exist with the following conditions:

1. **Student learning focus:** School improvement starts with an unwavering focus on student learning.
2. **Collective responsibility:** For every child to achieve, every adult must take responsibility for their learning.
3. **Instructional leadership:** Effective school leaders focus on teaching and learning.
4. **Collective efficacy:** Teachers make better instructional decisions together.
5. **Adult learning:** Teachers learn best with others, on the job.
6. **Privileged time:** Effective schools provide time and forums for teacher conversations about student learning.
7. **Continuous improvement:** Effective teams improve through recurring cycles of diagnosing student learning needs, and planning, implementing and evaluating teaching responses to them.
8. **Evidence driven:** Effective professional learning and practice is evidence based and data driven.

The idea behind *PLCs* is to promote teachers and schools to work through an inquiry process where they use student data to:

- Evaluate and diagnose performance successes and challenges.
- Prioritise and set goals for improvement strategies.
- Develop and plan improvement strategies that have the greatest impact on student learning.
- Implement and monitor selected strategies and the impact this has on student learning.

Seeing the links between current structures and practices in place at Fairfield PS was reaffirming for the team. For the remainder of the year this team will continue our training and begin to formalise the implementation of PLC structures within our school. Our ultimate goal is to continue to build practice excellence in teaching and improve learning outcomes for all students across the school.

Nude Food Day

Thursday 16 August marked the very first '*Nude Food Day*' at Fairfield Primary School. The day was extremely successful with students even quizzing teachers to ensure they had brought '*Nude Food*' to school. It was very exciting to see one Foundation class sorting through their lunch boxes and searching for items to put in the bin from their lunches. They were incredibly proud to show that they had no rubbish to put in the bin. I was also approached by older students who reported that they had been discussing the day at home with their parents and they felt we should have '*Nude Food*' days more frequently.



While the day was supported by the *Sustainability Working Group* and Anna and Jourdan, it was led by our students who are developing into global citizens and ensuring sustainable changes occur at our school.

Posted here is a [**Recycling Poster**](#), which was provided by the Darebin Council during our '*A Plastic Ocean*' screening. Many families commented on how useful they found this information.

~ Katrina Lamers, Assistant Principal

School Council Update

Summary of the School Council meeting held Monday 13 August 2018.

Scientist-in-Residence

The School Council discussed the options for a scientist-in-residence related program and agreed that budget planning for 2019 would include \$5,000 with further details to be considered in conjunction with School Council.

Buildings and Grounds

As part of the new double-storey building that will replace the Art Block, FPS will receive a grant for new furniture, but this will not include digital screens. School Council approved the proposal that \$10,000 of fundraising monies be used to purchase six new digital screens for the new double-storey building.

School Review & School Policies

An overview of the '*School Council Highlight for School Review*', developed by staff, was provided. School Council identified highlights of FPS over the past four years from a community perspective. Building upgrades were a key highlight.

School Policies are usually updated on a three-yearly basis. In preparation for the school review, the policy committee has recently developed and updated seven policies – see the *Principal's Report* for the links to each one.

For many the topic of school policies may sound like a dry subject. However, they really are something special. Policies are the agreements we have as a school community about how we are going to do things. They cover everything from how we look after sick children at school, to how we manage digital technology, volunteers and even how we plan to invest the school's money. The policy committee invites our exceptionally engaged parent community to become familiar with our updated policies; let us know of any questions you have, or improvements you think we could make.

Upcoming Events

The Community Committee and Art4All Committee are gearing up for the Art4All weekend. There will be a working bee on **Saturday 1 September** to prepare for the event. In addition, tickets are on sale for the [Father's Day Breakfast](#) on **Friday 31 August!**

School Council Minutes

A reminder that you can [access the minutes](#) of each School Council meeting, once approved, on the FPS website.

~ Bronwyn Wolfgang, Parent Representative on the School Council

Community News

Lots Going On!

Third term at schools is always busy. Here are the upcoming events for your calendars:

Book Parade and Activity Day: Tuesday 28 August

- To celebrate children's literature, our annual book week parade and literacy activities will be held on Tuesday. The parade starts at 9:15am; students are welcome to come to school in costume.

Year 1/2 Concert 'Peter and the Wolf': Thursday 30 August; 12pm & 7pm

- [Get your tickets](#) for a wonderful celebration of music, dance and storytelling! See your Compass News Feed for costume details and arrival times at the venue.

Father's Day / Special Person's Breakfast at FPS: Friday 31 August; 8 – 9am

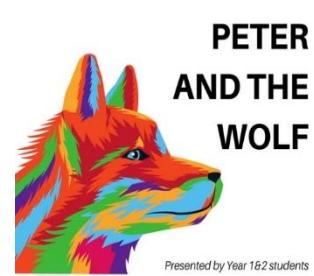
- Dads and Special People are invited to breakfast! Come along, from 8am onward, and enjoy a meal with your children. [Remember to order your breakfast](#) by 9pm, Wednesday 29 August. Bring some change on the day if you are interested in buying a coffee from the coffee cart.
- OSHClub Attendees:** On this day, OSHClub will be held in the gym. Please enter the gym via the ramp on Fairfield St.

Working Bee: Saturday 1 September; 10am – 3pm

- Children and adults are invited to help prepare the school for our Art4All Weekend. There's a lunchtime BBQ for volunteers. [Please sign up](#) so that we have an idea of numbers.

Art4All weekend: 7 – 9 September

- We are looking forward to hosting our 21st Art4All weekend. To find out more about the event, see the [Art4All website](#). The Committee requires volunteers to assist with activities. We encourage you to donate some time to support the event. [Please sign up here](#).



Sustainability News

Waste Audit at FPS

Last week a group of inspired Year 4 students conducted a waste audit on the Year 3 and 4 classroom bins.

In total, we found almost **11kg** (10.924kg) of waste destined for landfill! This is just for one day, and only six of our 22 classes. This also does not include our playground bins.

We sorted this waste into five categories to find out if all 11kg should really be going to landfill.

- Organics
- Paper
- Recycling
- Soft plastics
- Landfill

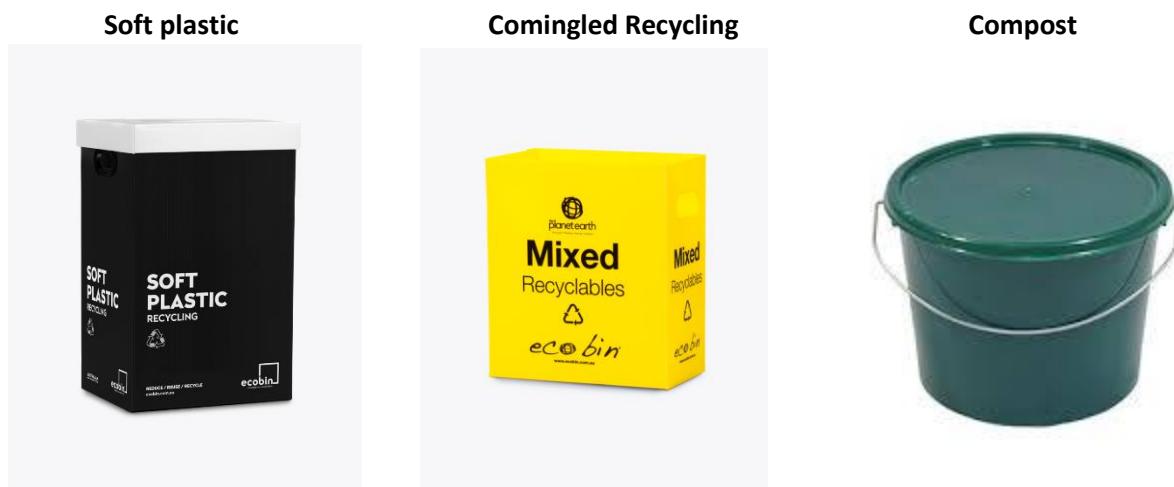
What we found out:

Organics	Paper	Recycling	Soft plastics	Landfill
7.783kg	31g (This should all be in our paper bins)	424g	496g <i>This is a HUGE amount when you consider the weight of gladwrap, etc.</i>	If we sorted our waste correctly, only 1.054kg should be going to landfill!

Unfortunately, we had to add a sixth category called 'Plastic Wrapped Organics', you may know this as 'wasted food'. This waste added up to 235g. The plastic should be put into soft plastics and the food should be put into compost. Unfortunately, waste left like this is no longer recyclable and has to go to landfill.

Because of what we found, we have decided to:

Start a waste management trial in the Year 3 and 4 classrooms. We will have three extra bins in which to sort our classroom waste.



If all goes well, we will get the whole school on board, so WATCH THIS SPACE!

In the meantime, things you can do at home are:

1. **Get a compost bin!** Most of our waste was compostable – we think adding a compost bin is our biggest and best change.
2. Take your **soft plastics** to Coles or Woolworths to be recycled.
3. Continue making **rubbish free lunches**. Our 'Nude Food' day was such a success! Let's keep up the great work!
4. Check you are **recycling correctly!** Did you know that if there are incorrect items in the recycling bin the whole load will be sent to landfill as sorting techniques are too labour intensive. [Click here](#) (or on the image to the right) to see what should be recycled. Print it off and put it on your fridge – we also have some posters available at the office if you would like one!

~ Jourdan Murray, Year 1/2 Teacher and Sustainability Activist!



A Spotlight on Year 4

Inquiry

Our Inquiry focus for this term has been about the *First Contacts of Australia*. We have made mini-projects about aspects of the Aboriginal culture. These included transport, food, music, art and clothes. We have gone on an excursion to the Melbourne Museum, which we found very interesting and fun! We've learnt even more about the Aboriginals and other things such as volcanoes, crystals, the Earth and dinosaurs.

~ Eve WC and Dulcie B, 4B



Writing

The focus in writing this term is realistic fiction. We looked at lots of mentor texts and have a word wall all about it. We have just started planning our own narratives. We have learnt about sub-category. We learned how much dialogue, setting and characters to put into our story.

~ Sidney S and Sami A, 4A

Mathematics

We have been learning about fractions. We learnt that it means *equal parts of a whole shape or object*. We have learnt how to recognise equivalent fractions, the denominator is the bottom number in a fraction, and that the numerator is the top number of a fraction.

For location, we learnt about maps and how to read a key or legend.

~ Bonnie L and Leo H 4C

A Focus on French

Bonjour à tous! It is hard to believe it's already term three – *oh là là!*

Foundation Students

Students in Foundation A and Foundation C have begun their journeys as learners of French this term. They have explored their prior knowledge about France and learned about iconic French images such as the French flag. Students have learned greetings such as '*Bonjour*' and '*Au revoir*' and are beginning to learn the names of colours. Students in Foundation B and Foundation D will participate in French classes in term four.

Year 1/2 Students

Students have been learning about the names of different body parts in French. Students drew “*les robots*” and then labelled using French terminology. Students have also been learning the song “*tête, épaules, genoux, pieds*” – which translates to head, shoulders, knees and _____. (*Hint:* in the French version, it is not toes!) Students should be able to tell you what is different to the English version.

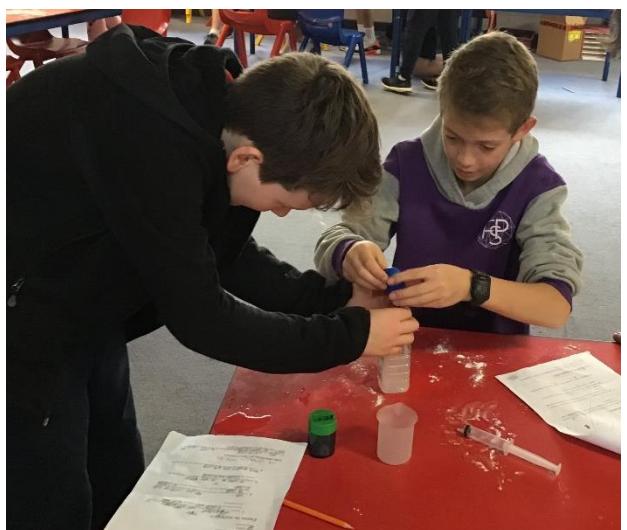
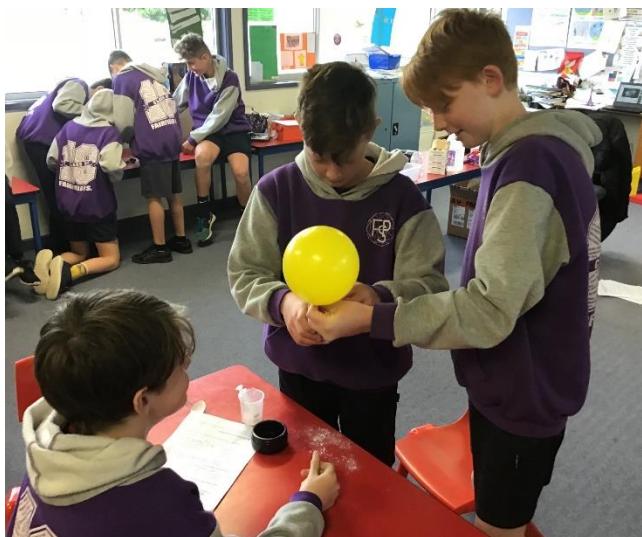
Year 3/4 Students

Students have been developing their understanding of “*les verbes*”. They began the term by revising their understanding of verbs in English before exploring some of the most commonly used verbs in French. Students have developed their knowledge of verbs through a range of experiences, including games such as “*les charades*” and “*le jeu de memoire*” or memory game – as pictured below.



Year 5/6 Students

Students began the term by reflecting on France’s success in “*La Coupe du Monde*” in Russia. Since then we have focused on reading and writing, including reviewing how to efficiently use a bilingual dictionary. In celebration of *National Science Week*, students translated a science experiment from French to English. They then followed their translated instructions in order to complete the experiment.



~ Emily Lindsay-Smith, French Teacher