

2018 Annual Report to The School Community



School Name: **Fairfield Primary School (2711)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 19 March 2019 at 02:23 PM by Paul Wallace
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 March 2019 at 08:52 AM by Alexa Every (School
Council President)

About Our School

School context

Fairfield Primary School is an inner suburban school in the suburb of Fairfield. The school is part of the North West Region and is in the Darebin – Yarra network. Our enrolment was 504 students in 2018. The school has 26 EFT teaching staff, 2 Principal class and 6 Education support staff. The school SFO Student Family Occupation index is 0.136, which places the school within the high SFO Index. In 2018 a new substantive principal was appointed.

In 2018 the school underwent its School Review. As a result of that process we established a new School Vision: "All students feel part of the FPS community and are provided with opportunities to develop the knowledge, skills and resilience to enable them to thrive and learn, in and beyond school".

The school places learning at the centre of all that we do. We recognise the impact that high quality learning can have on living a healthy, successful life and we maintain an unwavering focus on learning and teaching. We understand the role that teachers play to enable students to achieve excellent learning outcomes, and have identified teacher development as a Key Improvement Strategy. The school places an emphasis on teachers knowing where every child is at in their learning and planning a tailored curriculum which will challenge and engage all.

Our school values of 'Excellence, Respect, Curiosity, Community' work alongside our new School Vision to encapsulate the school's philosophy and which capture our commitment to the delivery of a meaningful and engaging curriculum and positive learning interactions.

We have straight year levels except for a blended Years 1 /2. Student leadership is well developed across the school with opportunities for formal leadership and informal leadership through our house system, sport and specialist programs. Our lunchtime activities programs are organised and supported by both students and staff. We have created ongoing opportunities for our students to work with local secondary schools, our Orchestra partnership with Thornbury High School is one such example. Our students perform annually in the Tournament of Minds and Victorian Solar Boat Challenge. Our specialist program is a strength in the school with all students having weekly specialist classes in French, Art, Performing Arts, P.E / Sport. Our Year 5 students participate in an alternative sports program, experiencing wheelchair basketball, taekwondo, table tennis and basketball.

In 2017 the school was successful in receiving a state government grant of \$2.5m to upgrade the school facilities to accommodate an increase in projected future enrolments. In 2018 The \$2.5m was used to demolish the old art block and to build a two storey building which currently accommodates six classes, breakout spaces and communal areas. Future phases of the masterplan include building on the newly acquired Wingrove St site and redevelopment of the existing Foundation area.

In 2017, the school was chosen as the site for a competition grade sports court, equipped with floodlights. This project is in partnership with Darebin City Council and inner city netball, funded by the Victorian School Building Authority. This project was completed in 2018.

Our community continues to achieve high levels of fundraising for the school and School Council is committed to a range of projects, including the Eastern playground redevelopment which is planned for 2019.

Framework for Improving Student Outcomes (FISO)

Building practice excellence:

Prior to 2018 many processes had been established through the implementation of the Practice Principles For Excellence In Teaching and Learning, High Impact Teaching Strategies and Curiosity and Powerful Learning Framework initiatives. 2018 was an opportunity to embed approaches to the planning, teaching and use of assessment to reduce variance between classes. In 2018 the school built a shared view and approach to the

teaching and learning of literacy across the school. There is now a consistent instructional model for reading, including the facilitating of reading conferences.

The school utilised the Practice Principles to build teacher capacity to assess, plan and differentiate teaching in literacy and numeracy. There has been a focus on high expectations and all students being challenged at their point of need. In 2018, five staff were involved in the Professional Learning Communities (PLC) initiative which uses a cycle of inquiry to evaluate the students' needs, prioritise and set goals, implement and monitor strategies and review and evaluate the effectiveness of these strategies. This approach to analysing data and planning is becoming embedded through dedicated PLC time in 2019.

After the implementation of an agreed instructional model in maths and writing in 2017, in 2018 the school has embedded these protocols. This ensured that we focused on the pedagogical approaches of learning intentions, pace, implementing teaching and learning protocols and connecting feedback to data.

Our use of assessment has become more precise in writing through the embedding of writing moderation and in Maths through extended implementation of the Maths Online Interview.

Setting expectations and promoting inclusion:

The setting of the new School Vision was the culmination of discussions with stakeholders to define what we are striving towards at FPS. 'Community' was a prevalent theme throughout and is central to our new vision. Since the Vision was defined in Term Four it is increasingly referred to during professional discussions.

There has been greater emphasis on the School Values as we work towards students using the language of the values in their daily interactions with students, staff and community members

Empowering students and building school pride

In 2018 there was a focus on building teacher and whole staff capacity to teach and encourage school connectedness and engagement with learning. Student engagement is achieved when tasks are at the point of need of the students and where student voice is heard and respected. Learning tasks are designed at FPS so that there is collaboration and decision-making in action. Students are able to plan their own pathway for how tasks can be accomplished, thus promoting independence, interdependence and self motivation.

Achievement

Student achievement at the school is on a journey of continual improvement. Student growth, on average, was greater than 12 months in the areas of reading, writing and number and algebra, based on teacher judgements. NAPLAN results were particularly strong in Reading where we outperformed students with a similar social demographic, we performed in line with similar schools in number and algebra and below similar schools in writing. Our Year 3 NAPLAN results showed an increase in the number of students performing in the top three bands.

The relative growth of students between Year 3 and Year 5, based on NAPLAN, is greater than the state and similar schools. Students achieving high gain in Numeracy 26%, Reading 42% and Writing 29% which are all greater than the state.

The student achievement data indicates that the school remains committed to its priority of improving writing. Writing moderation, peer observations, PLC approach and involvement in the School Improvement Partnerships program will all support our future student achievement goals.

Engagement

The establishment of the new school vision created an opportunity for all stakeholders to recognise the core purpose of the school.

The school is committed to improving outcomes on the Student Opinion Survey, particularly in the areas of 'I have a say in the things I learn', 'My teacher likes my ideas', and 'I am encouraged to share my ideas'. The school will be focusing on the Victorian Curriculum's Capabilities so that students can increasingly contribute to their own education and whole school initiatives.

Student attendance is one measure used to indicate the level of engagement of students with their school. The 2018 average number of student absences is 14 days. This gives the school an overall attendance rate of 93% which is greater than the state median.

The number of students with 20 or more absences from Foundation to Year 6 is 16% which is in line with similar schools.

The Compass system, provides a reliable process for collecting and monitoring attendance data. We closely monitor attendance and communicate with families when there are unexplained absences. In 2108 we introduced a system where parents of students with an unexplained absence are notified and are asked to explain the reason for the absence.

Wellbeing

In 2018 the school continued to deliver the Resilience, Rights and Respectful Relationships program throughout the school. Through our involvement in this program, we have established a team of staff who are networking with other schools to help improve wellbeing outcomes at FPS.

The school continued to work alongside Kate Wilde, an expert in the area of wellbeing. Kate worked alongside Year 4 students to support them in recognising their own and others' behaviours. Kate also worked with staff and parents.

The school's Attitude to School Survey results were below the state median in 2017. Our percentage endorsement score for Sense of Connectedness was 66% (lower than similar schools) and Management of Bullying was 72% (similar to similar schools).

Financial performance and position

In 2018 there was a surplus in the budget. This surplus includes funds that are committed to future projects including the redevelopment of the Eastern playground which will occur during the term two holidays, and costs towards the Wingrove St site. School funds have been used to support artists in residence programs including the new scientist in residence program, increase school technologies and resource the performing arts program. In 2018 the school spent \$44,000 of fundraising money on cooling for the BER. The school remains committed to spending locally raised funds in 2019 to supporting learning programs and building projects.

For more detailed information regarding our school please visit our website at
<http://fairfieldps.vic.edu.au/>

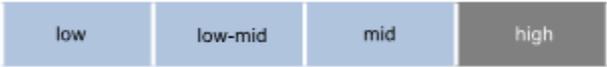
Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 504 students were enrolled at this school in 2018, 253 female and 251 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>47%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>55%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>36%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>57%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>38%</td> <td>48%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	47%	42%	Numeracy	19%	55%	26%	Writing	34%	36%	29%	Spelling	17%	57%	26%	Grammar and Punctuation	14%	38%	48%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	92 %	93 %	92 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	92 %	93 %	92 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,397,220	High Yield Investment Account	\$1,208,853
Government Provided DET Grants	\$533,578	Official Account	\$31,693
Government Grants Commonwealth	\$2,100	Other Accounts	\$136,079
Revenue Other	\$37,428	Total Funds Available	\$1,376,625
Locally Raised Funds	\$677,396		
Total Operating Revenue	\$4,647,722		
Equity¹			
Equity (Social Disadvantage)	\$5,780		
Equity Total	\$5,780		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,237,493	Operating Reserve	\$144,944
Communication Costs	\$8,570	Other Recurrent Expenditure	\$75,646
Consumables	\$92,557	Funds Received in Advance	\$57,996
Miscellaneous Expense ³	\$280,389	School Based Programs	\$341,793
Professional Development	\$8,895	Beneficiary/Memorial Accounts	\$3,984
Property and Equipment Services	\$177,621	Funds for Committees/Shared Arrangements	\$336,775
Salaries & Allowances ⁴	\$192,312	Capital - Buildings/Grounds < 12 months	\$288,472
Trading & Fundraising	\$134,110	Maintenance - Buildings/Grounds < 12 months	\$127,016
Travel & Subsistence	\$784	Total Financial Commitments	\$1,376,625
Utilities	\$20,870		
Adjustments	\$6		
Total Operating Expenditure	\$4,153,607		
Net Operating Surplus/-Deficit	\$494,116		
Asset Acquisitions	\$27,250		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').