

# 2019 Annual Report to The School Community



School Name: Fairfield Primary School (2711)



## 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 in the Darebin – Yarra network. Our enrolment was 494 students in 2019 and the school had 27 EFT teaching staff, 2 Principal class and 6 Education support staff. The school SFO Student Family Occupation index is 0.1338, which places the school within the high SFO Index. In 2019, the school appointed Literacy and Numeracy specialist teachers.

#### 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 and happy 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.

We are a school that values creativity; the importance of students designing their own ideas and ways of working, so that they can make sense of new knowledge, skills and understandings. We want students to be actively involved and in their learning, and understand the importance of what they are learning.

Whilst maintaining our commitment to student learning, we value the importance of student wellbeing and provide opportunities for students to develop their social and emotional learning, to help them become confident and caring young people.

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

We have straight year levels except for a composite Year 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 the French poetry competition, Alliance Francaise. Our specialist program is a strength of 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 2019, we celebrated the opening of the two-storey Fairfield Rd building which currently accommodates six classes, breakout spaces and communal areas. The current phase of the masterplan is in progress with the construction of a second campus on Wingrove St. As part of this phase, the current Foundation building will be demolished and replaced with outdoor play/learning spaces, with further upgrades planned throughout the original building.

Other recent additions to the school grounds include a new competition grade netball court, equipped with floodlights for community use, and the Eastern Playground, which was paid for through fundraising money.

## Framework for Improving Student Outcomes (FISO)

In 2019 we embedded some of the work from our 2018 School Strategic Plan:

- Fully develop and implement the Fairfield PS instructional model for Reading and Writing to promote high quality teaching and learning in literacy.
- Build the capacity of all staff to consistently use evidence-based targeted high impact teaching practices in Reading and Writing across the school through the structures of the Professional Learning Community.
- Build teacher capability to analyse and utilise data and collaborate in designing a range of formative and summative assessment strategies to teach to a student's point of learning in Literacy.

The school's alignment and rigorous approach of the Professional Learning Community (PLC), Peer Observation and Performance and Development Process contributed towards our excellent achievement in Literacy in 2019. The 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, has become embedded into staff's professional learning, through dedicated, fortnightly meetings.

Peer Observations are focused on Writing, where staff use an inquiry approach to identify where they want to improve their practice, and receive feedback from their peers.

Goals within staff's Performance and Development were centred around Writing, with staff implementing a range of evidence-based, best practice pedagogies, to enhance student outcomes.

The school continues to utilise the Practice Principles to build teacher capacity to assess, plan and differentiate teaching in literacy and numeracy. This is supported by the High Impact Teaching Strategies, which are a bank of reliable instructional practices.

After the implementation of an agreed instructional model in maths and writing in 2017, these protocols are now embedded. The recent introduction of the Readers Workshop Model has now provided the school with a consistent approach to the teaching of Reading.

Our use of assessment has become more precise in writing through the embedding of writing moderation and is supported through the PLC process.

## Achievement

Student achievement at the school is on a journey of continual improvement. In 2019, our School Performance Report indicated that we are a school of Influence – this means that our performance is high or very high, and has been maintained consistently over three years.

Student growth between Year 3 and 5 in NAPLAN was particularly strong in Reading and Writing. 47% of our Year 5 students made High Gain in Reading and 41% in Writing, compared to the State average of 25%.

Our NAPLAN results show that we performed better than similar schools in Year 3 Writing and Numeracy, and in Year 5 Reading, Writing and Numeracy.

The student achievement data indicates that the school remains committed to its priority of improving writing. Writing moderation, peer observations and the PLC approach and deployment of Learning Specialists will support our future student achievement goals.

## Engagement

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' (61%), 'My teacher likes my ideas' (65%), and 'I am encouraged to share my ideas' (68%). In 2019, the school focused on the Victorian Curriculum's Personal and Social Capabilities so that students can increasingly contribute to their own education and whole school initiatives. These capabilities are now planned for in every Inquiry unit.

Student attendance is one measure used to indicate the level of engagement of students with their school. The average attendance rate for 2019 is 93%, which is higher than the State average.

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. We implement a system where parents of students with an unexplained absence are notified and are asked to explain the reason for the absence.

## Wellbeing

In 2019 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.

In 2019, the school established a team of dedicated staff who work towards improving wellbeing at the school. The school employed a new Assistant Principal in 2019, with expertise in the area of wellbeing. We remain committed to our Key Improvement Strategy of developing and implementing consistent health, wellbeing and engagement practices across the school.

The school's Attitude to School Survey results were below the state median in 2019. Our percentage endorsement score for Sense of Connectedness was 77% and Management of Bullying was 75%.

## Financial performance and position

In 2019, the school spent all of our annual budget to enable all curriculum programs and operational matters to run effectively. There is a surplus carried forward from previous years, which is committed to future phases of the masterplan, including replacing the perimeter fencing in 2020.

School funds have been used to support artists in residence programs in visual arts and performing arts, increase school technologies and resource the specialist programs, and to support staff professional development,

The school used the Early Years Koorie Literacy and Numeracy Program to fund teaching assistance for eligible students, and the Swimming In Schools funds subsidised the cost of our Year 1/2 swimming program.

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

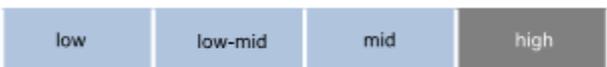
## Performance Summary

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.

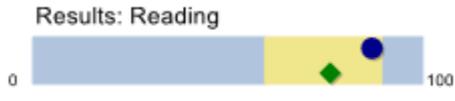
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 494 students were enrolled at this school in 2019, 254 female and 240 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><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Similar School Comparison</p> <p>● Above   ● Similar   ● Below</p> <p>Below ●</p> <p>Below ●</p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p><b>NAPLAN Year 3</b></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>Below </p> <p>Above </p>		
<p><b>NAPLAN Year 5</b></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>Above </p> <p>Above </p>		

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>	<p><b>Reading</b></p> <p><b>Numeracy</b></p> <p><b>Writing</b></p> <p><b>Spelling</b></p> <p><b>Grammar and Punctuation</b></p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	94 %	93 %	93 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	94 %	93 %	93 %	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: ◆

Key: Similar School Comparison  
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,709,072	High Yield Investment Account	\$1,172,507
Government Provided DET Grants	\$302,907	Official Account	\$103,614
Government Grants Commonwealth	\$4,793	Other Accounts	\$128,077
Government Grants State	\$9,343	<b>Total Funds Available</b>	<b>\$1,404,198</b>
Revenue Other	\$37,283		
Locally Raised Funds	\$940,505		
<b>Total Operating Revenue</b>	<b>\$5,003,903</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$6,143		
<b>Equity Total</b>	<b>\$6,143</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,384,098	Operating Reserve	\$157,937
Books & Publications	\$4,412	Other Recurrent Expenditure	\$7,617
Communication Costs	\$4,662	Funds Received in Advance	\$7,069
Consumables	\$100,817	School Based Programs	\$116,250
Miscellaneous Expense <sup>3</sup>	\$283,319	Funds for Committees/Shared Arrangements	\$401,809
Professional Development	\$27,322	Capital - Buildings/Grounds < 12 months	\$288,475
Property and Equipment Services	\$360,553	Maintenance - Buildings/Grounds < 12 months	\$312,763
Salaries & Allowances <sup>4</sup>	\$251,436	<b>Total Financial Commitments</b>	<b>\$1,291,921</b>
Trading & Fundraising	\$134,174		
Utilities	\$29,321		
Adjustments	(\$4,052)		
<b>Total Operating Expenditure</b>	<b>\$4,576,061</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$427,842</b>		
<b>Asset Acquisitions</b>	<b>\$5,246</b>		

- (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 26 February 2020 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## 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').