

2020 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 Registration 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 2020 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 17 March 2021 at 05:15 PM by Paul Wallace (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 23 March 2021 at 08:19 AM by Bronwyn Wolfgang (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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 517 students in 2020 and the school had 30 EFT teaching staff, 2 Principal class and 8 Education support staff. The school SFO Student Family Occupation index is 0.1165, which places the school within the high SFO Index.

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.

School Values

Excellence, Respect, Curiosity, Community

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 fulfill their potential. 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 2019 School Performance Report classed our school's performance as 'Influence' – the highest available classification. This report takes into account achievement in Reading and Numeracy, School Climate, Student Attitudes and Student Attendance. (There is currently no School Performance Report for 2020).

We are a school that values creativity; the importance of students forming 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 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.

Community is critical to the success that we have experienced at FPS. We embrace opportunities to bring the school community together, increasing stronger school connectedness in the process. Whilst we were unable to run many of our traditional community events in 2020, we provided a range of online experiences to keep people connected.

In 2020 we had straight year levels except for a composite Year 1/2 (in 2021 we implemented straight year levels across the school). Student leadership is well-developed across the school with opportunities for formal leadership and informal leadership through our Student Voice Team, 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 rollerskating.

Following the opening of the two-storey Fairfield Rd building in 2019, construction occurred on our new Wingrove St campus, ready for the start of 2021. This campus accommodates our Year 5/6 students and includes a range of

breakout spaces as well as a landscaped outdoor area.

In 2020 there were significant building works to our Langridge St Campus. This included refurbishment of many classrooms, redevelopment of the administration wing, construction of new toilets, restoration of lead-light windows, painting of the school façade, demolition of the Foundation building and an upgrade to the shelter shed. Preparations for a new landscaped garden commenced, due to be completed Term Two 2021.

Other recent additions to the school grounds include a new competition grade netball court, equipped with floodlights for community use, and the Eastern Playground, paid for through fundraising money. The first stage of the perimeter fence replacement occurred in 2020, paid for by parent contributions.

Framework for Improving Student Outcomes (FISO)

Due to the disruption that COVID-19 brought to 2020, many of our FISO priorities were put on hold. Our focus was adapting to remote learning and supporting the wellbeing of students and families.

School closure meant that we were unable to proceed with the planned professional learning, which will become our focus for 2021.

The FISO work that we were able to implement through the disrupted year included:

- **BUILDING PRACTICE EXCELLENCE:** Professional learning in the delivery of providing an online, differentiated learning program that engaged and challenged students.
- **BUILDING PRACTICE EXCELLENCE:** Professional learning on the Fairfield PS instructional model for Reading and Writing to promote high quality teaching and learning in literacy.
- **BUILDING PRACTICE EXCELLENCE:** Deployment of Learning Specialists in Literacy and Numeracy, to improve teacher practice. The Learning Specialists role included observing colleagues teach, providing feedback, planning with colleagues and analysing data.
- **STRATEGIC RESOURCE MANAGEMENT:** Implementation of the Student Excellence Program.
- **EVIDENCE BASED HIGH IMPACT TEACHING STRATEGIES:** 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.
- **HEALTH AND WELLBEING:** Professional Learning for staff on how to work through a crisis.
- **PARENTS AND CARERS AS PARTNERS:** Running workshops for parents on working through a crisis.
- **BUILDING COMMUNITIES:** Staying connected with families through online forums.

Achievement

During remote learning, the school remain committed to daily instruction in Reading, Writing and Numeracy. Teachers worked remotely with small groups at the students' point of need. The content of the remote learning was the same as would have been delivered if the students were at school.

The Literacy School Improvement Team ran a series of three professional development sessions for staff, walking through the key elements of the Readers Workshop Model. The switch to remote learning prevented the opportunity for teachers to adapt their teaching and assess its effectiveness.

Professional learning was delivered to staff in the area of Gifted and Talented students.

The Student Excellence Program was introduced for students identified by the school and the Department of Education, as achieving significantly above the expected level.

The impact of COVID-19 precluded the ability to implement writing moderation and peer observations. Lessons had significant adaptations to meet the needs of remote learning, which resulted in adjustments to our agreed instructional models.

HITS remained an element of remote learning.

Engagement

During remote learning teachers posted regular videos and held regular meetings with small groups and whole classes to maintain the connection with school.

Teachers connected more regularly via email, phone calls and virtual catch ups with students with additional needs (academic and social/emotional) and their families.

Virtual discos were organised to promote a sense of community and fun.

Virtual staff meetings were held weekly to maintain the connection between staff and discussions were held around how to best engage students who were not as active online.

Videos were uploaded regularly to replace the newsletter, which included a talent show item where students could share a skill they know with the school community.

Transition videos were sent to families starting Foundation the following year, to replace the traditional onsite transition program. These showcased programs run across the school and gave the new students a chance to get to know the staff and buildings before they started school.

Wellbeing

Health and Wellbeing for students and staff was a priority in 2020. The school ensured that there were regular remote check-ins with students, with additional follow up phone conversations where there were additional concerns.

When transitioning back to school, the focus was on the wellbeing of students. Activities were based around social connections and emotional regulation.

Staff were involved in Professional Development on the Zones of Regulation and Restorative Practices through professional development run by The Austin School.

The Wellbeing School Improvement Team is focusing its work around the 2021 AIP Wellbeing goals.

Virtual information sessions were held for families and staff with professionals speaking about wellbeing strategies.

A staff member was responsible for regularly uploading wellbeing activities for students.

Student Community Leaders uploaded videos during remote learning to show how they remain positive during lockdown.

Relevant wellbeing service contacts were made available to families and staff throughout remote learning and upon the return to onsite learning.

A morning 'soft start' approach was introduced upon the return to onsite learning which helped maintain COVID safe practices but also gave students the time to transition into the classroom in a calm and positive manner.

Financial performance and position

There is a surplus carried forward from previous years, which is committed to future phases of the masterplan.

Revenue was reduced in 2020 due to COVID-19. This included:

Parent fee collection rate decreased by 10%

No community fundraising

Limited hiring of facilities

Major expenditure items in 2020 include:

Stage 1 of the replacement fence

Air Conditioner installation

Photocopiers

IT Devices (x150)

In 2021, we have committed to the installation of a solar power system, at the cost of \$76,000.

Other projects that the school remains committed to include:

Resourcing the library

ICT resourcing, including new hardware for the Wingrove St campus

Funding artists in residence for Visual and Performing Arts

Replacement of perimeter fence (Stages 2-4)

Staff professional development; providing support in the delivery of Restorative Practice

Adhering to the Grounds Masterplan.

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

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 517 students were enrolled at this school in 2020, 270 female and 247 male.

4 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

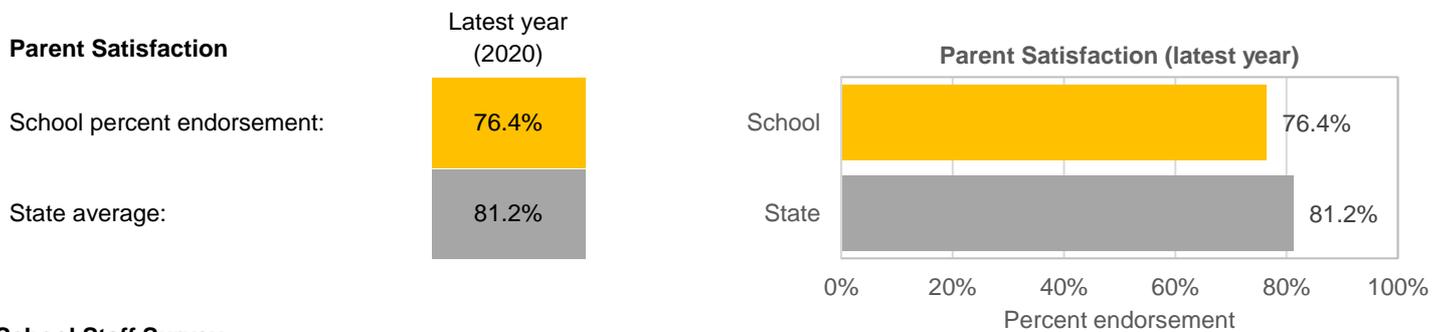
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

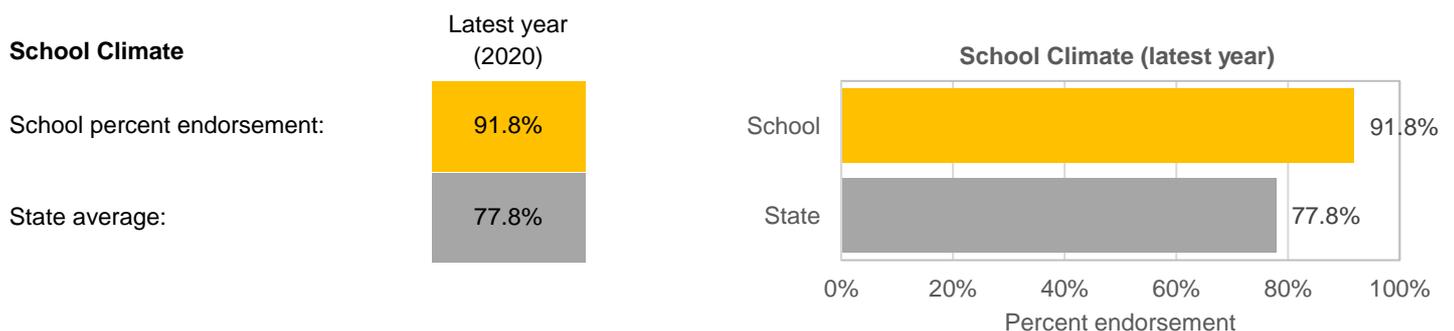


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

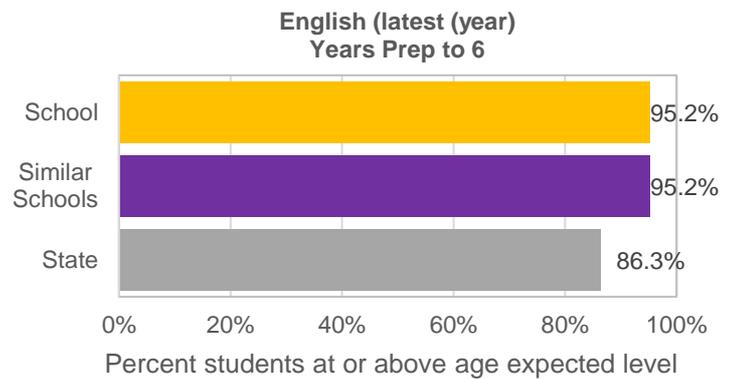
95.2%

Similar Schools average:

95.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

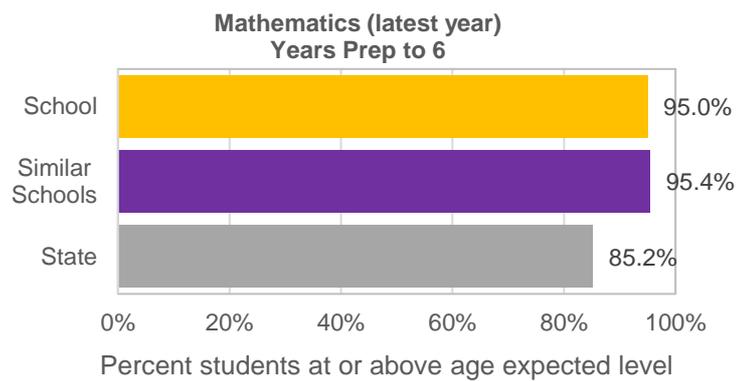
95.0%

Similar Schools average:

95.4%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

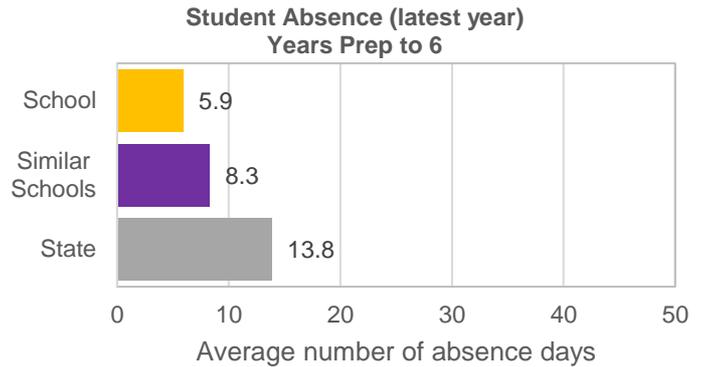
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	5.9	11.7
Similar Schools average:	8.3	12.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	96%	97%	97%	97%	97%	97%

WELLBEING

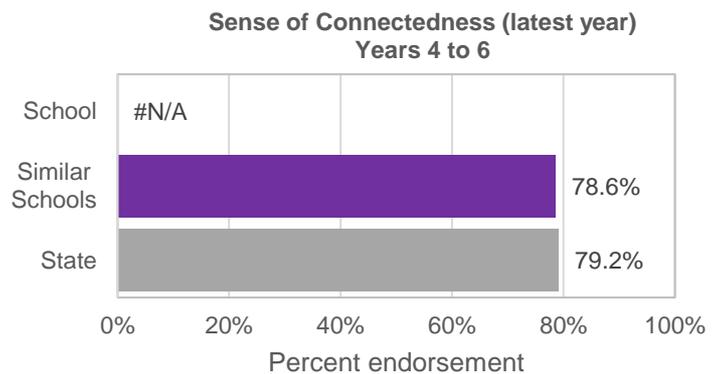
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	70.1%
Similar Schools average:	78.6%	78.7%
State average:	79.2%	81.0%



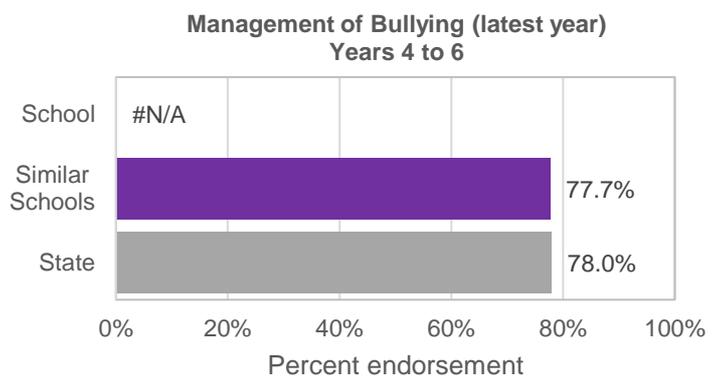
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	73.7%
Similar Schools average:	77.7%	78.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,210,987
Government Provided DET Grants	\$415,274
Government Grants Commonwealth	\$3,436
Government Grants State	\$388
Revenue Other	\$9,405
Locally Raised Funds	\$303,944
Capital Grants	NDA
Total Operating Revenue	\$4,943,434

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,357
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$8,357

Expenditure	Actual
Student Resource Package ²	\$3,899,184
Adjustments	NDA
Books & Publications	\$4,328
Camps/Excursions/Activities	\$62,427
Communication Costs	\$5,161
Consumables	\$64,704
Miscellaneous Expense ³	\$15,687
Professional Development	\$6,791
Equipment/Maintenance/Hire	\$54,182
Property Services	\$75,269
Salaries & Allowances ⁴	\$73,856
Support Services	\$102,119
Trading & Fundraising	\$17,964
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$32,931
Total Operating Expenditure	\$4,414,603
Net Operating Surplus/-Deficit	\$528,831
Asset Acquisitions	\$58,023

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,461,299
Official Account	\$12,606
Other Accounts	\$159,287
Total Funds Available	\$1,633,193

Financial Commitments	Actual
Operating Reserve	\$76,965
Other Recurrent Expenditure	\$10,224
Provision Accounts	NDA
Funds Received in Advance	\$56,673
School Based Programs	\$12,508
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$440,224
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$71,489
Maintenance - Buildings/Grounds < 12 months	\$199,158
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$867,241

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.