# School Review Report
# 2022 cycle

## Fairfield Primary School

## 2711

North Western Victorian Region

Validation Day:    5 September

Fieldwork Day/s: 6 September

Final Panel Day:  12 September

Strategic Plan 2018–22

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# 1. Public section

## 1.1 School Context

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| **Location and history** | Fairfield Primary School is an inner suburban school located in the suburb of Fairfield Primary School. The school is part of the North West Region in the Darebin in the Yarra network of schools.  The school is approximately 8 kilometres north east of Melbourne's Central Business District (CBD). |
| **School facilities** | First established in 1885 the original historic main building includes administration areas and teaching and learning spaces. Significant refurbishments in 2020 included classrooms, the redevelopment of the administration wing, construction of new toilets and upgrade to the shelter shed. A new building opened in 2019 and construction on the Wingrove St campus, was completed for the start of 2021 accomodating Year 5/6 students and included a range of breakout spaces as well as a landscaped outdoor area. The school grounds include spacious playgrounds, shaded areas, garden spaces and areas for outdoor learning and leisure. |
| **Enrolments** | Enrolments at the time of the review were approximately 522 students. Enrolments have remained stable over the strategic period. |
| **SFOE and SFO** | The Student Family Occupation Education (SFOE) in 2022 was 0.0852 |
| **Staff profile** | The staffing profile of Fairfield Primary School includes a principal, one assistant principal, two learning specialists and 33.5 fulltime equivalent (FTE) teaching staff. Additional support is provided through allocation of 5.7 FTE Education Support (ES) staff, including office administration and classroom integration. |
| **Curriculum** | The schools F–6 curriculum framework incorporates the eight learning areas required by *The Education and Training Reform Act 2006*[1] aligned with the Victorian Curriculum. Classroom teaching and learning is augmented by the provision of a specialist curriculum. Physical Education (PE), Languages other than English (LOTE French), Visual Arts, and Performing Arts are specialist areas provided by the school. Access to digital technologies and a range of software programs is provided through the flexibility of laptops and  iPads. A range of strategies and intervention programs assist students needing additional support or extension are provided by the school. |
| **Additional information** | Enrichment learning activities and extra curricula programs are offered for students in a range of environments. These include wellbeing programs, lunchtime clubs, camps and excursions, sporting programs and student leadership opportunities. The Visual Arts Program is supported and enriched by the involvement of a diverse number of professional artists in residence, and the Performing Arts program offers students the opportunity to participate in orchestral, brass and choir programs in partnership with a neighbouring high school |

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1   English, mathematics, sciences, humanities and social sciences, the arts, languages, health and physical education, information and communication technology, and design and technology.

## 1.2 School and Community Highlights

**Highlight 1**

| Title: School Culture | FISO2.0 Core Element: Leadership |
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Panel discussion confirmed that a key school highlight was deliberate focus to develop a collaborative culture focused on the school improvement agenda. The importance of building positive relationships between students, staff and families was a key feature, reinforced through the school values and class expectations and dedicated time for implementation of initiatives. The school's vision underpinned a school culture where 'all students felt part of the school community' providing students with opportunities to develop the knowledge, skills and resilience to enable them to thrive and learn. School leadership ensured supportive processes for staff were in place and prioritised time for staff to collaborate together on achievable goals in order to challenge students in their learning. Several teaching and learning initiatives were implemented, demonstrating staff's willingness to regularly review and renew their practices. Leadership modelled quality leadership practices and through their actions built high levels of trust in an environment where autonomy and collaboration were valued. Staff reported to the Panel they felt supported, valued and motivated in their work. The Panel agreed, the key focus to build a collaborative culture contributed to greater consistency of practice across the school.

**Highlight 2**

| Title: School Improvement Teams | FISO2.0 Core Element: Teaching and Learning |
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The schools Pre-Review Self Evaluation (PRSE) Panel identified a key school highlight was the review and refinement of School Improvement Team (SIT) structures and roles in order to give clear direction for the school's improvement agenda. The school reconfigured SITs to target key teaching and learning areas as well as areas of interest, with the intent of building staff capacity to achieve explicit goals within specific timeframes. Teachers were given a choice to be part of five distinct SITs committed to improving student outcomes and aligned with the School Strategic Plan (SSP). SITs included literacy, numeracy, sustainability, wellbeing and Koorie perspectives, allowing teams to focus on the core work of literacy and numeracy whilst augmenting the focus on wellbeing and cross curriculum priorities. SIT action plans were regularly reviewed and feedback from staff suggested SITs provided opportunities for a variety of other leadership roles, teacher input and greater personal investment. The Panel agreed, the review and refinement of SITs led to greater accountability by staff for the school improvement agenda and provided consistency and clarity around teachers' ongoing work.

**Highlight 3**

| Title: Student Wellbeing | FISO2.0 Core Element: Support |
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The Panel and fieldwork confirmed that a key school highlight the embedding of wellbeing frameworks. The wellbeing SIT identified an increasing number of students required additional emotional and behavioural support Professional learning for staff on a range of initiatives such as restorative and trauma informed practices supported staff to have confidence in managing challenging social situations in positive ways. Staff developed a common language and approach to support students with additional needs. A Student Voice Team was established with the intent to have a strengthened student voice for school improvement. Students had input for the implementation of lunchtime clubs, improving facilities and a for a future playground upgrade. The Panel agreed, the focused approach to wellbeing enabled the development of a more inclusive community and developed a sense of belonging amongst students.

**Highlight 4**

| Title: Student Highlights/Events | FISO2.0 Core Element: Engagement |
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The school's Pre-Review Self Evaluation (PRSE) identified the strengthened opportunities for students to be engaged in school events and their learning, was a school highlight. The Panel endorsed several initiatives that were designed to promote students' engagement, such as Harmony Day, concerts, art shows, French poetry competition, alternative sports program and a book day. Students feedback on these opportunities were positive with comments such as; 'extra events are fun, and you are still learning at the same time'; 'opportunities provide 'extra spice' and can influence your future life or career' and; 'it's not about someone's ability and being the best, but taking you out of your comfort zone'. The Panel agreed these events promoted a higher level of student engagement.

# 1.3 Summary of Key Review Findings

**Performance against the SSP goals**

**SSP Goal 1:**

The 2018–21 SSP set a goal to improve literacy outcomes for all students. The Panel found that this goal was partially met, with one target met and one target partially met.

**SSP Goal 2:**

The Panel found the school partially met the goal to improve student health, wellbeing and engagement, with one target partially met, and one target not met (discontinued).

**SSP Goal 3:**

The Panel found that the goal to to improve students' voice, agency and leadership was partially met, with one target partially met and one target not met. (no longer relevant)

**Findings against the Terms of Reference Focus Questions**

**Terms of Reference Focus Question 1:**
*To what extent does the school differentiate learning at each student's point of need to ensure growth?*

The Panel found that the school had processes in place to strengthen a culture of collaboration, particularly through implementation of the Professional Learning Community (PLC) and School Improvement Team (SIT) approaches. The Panel concluded that a whole-school instructional model was in place and that progress was made in using evidence-based assessment practices and teaching and learning approaches. Changes to leadership structures ensured clearer alignment of responsibilities for school improvement and opportunities for middle leadership development were evident. Structures and opportunities for peer observations were evident however could be strengthened.

**Terms of Reference Focus Question 2:**
*To what extent do current school practices successfully support student wellbeing?*

The Panel agreed whole school agreements and expectations for wellbeing were comprehensive and consistently implemented by staff and students. The Panel found, parents positively endorsed the school as a school with a strong sense of community and belonging and there were opportunities for student leadership. The Panel found a behaviour framework was evident but not yet consistently implemented. Practices for student goal setting and use of feedback practices to improve student agency on learning were evident but could be further strengthened.

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## 1.4 Summary of Key Directions for the next School Strategic Plan

The School Review Panel recommends the following key directions for the next School Strategic Plan:

- Student learning outcomes in literacy and numeracy
- Professional Learning Communities
- Middle level leadership development
- Peer observations to improve teacher practice
- Evidence based practices including consistency of instructional practices
- Data Literacy including moderation and formative assessments
- Personalised student learning, particularly understanding the continuum of learning to teach to each students' point of need and ensuring challenge for all students
- Student voice and agency in learning, particularly feedback strategies, and construction of challenging learning goals
- Whole school behaviour framework
- Learning partnerships with parents and external agencies