

2022 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 of the previous calendar year 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 16 March 2023 at 04:44 PM by Paul Wallace (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 March 2023 at 11:04 AM by Allison O'Connell (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

This should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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 521 students in 2022 and the school had 33 EFT teaching staff, 2 Principal class and 8 Education support staff. The school SFO Student Family Occupation index is 0.116, 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 2022 School Performance Report classed our school's performance as 'Renew' – this means that we have high outcomes but that there has been a decline in some of our results since 2021. This report takes into account achievement in Reading and Numeracy, School Climate, Student Attitudes and Student Attendance. Overall the data shows that whilst there has been a decline since 2021, we still achieve strong results in the areas of Reading and Numeracy. We remain a school of 'Influence' (the highest classification) in Reading. 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. In 2022 we were delighted to run our annual art show, 'Art4All', a three day celebration which brought the community together. This is in addition to our other community events; Trivia Night, Father's Day/Special Person's Breakfast, Mother's Day/Special Person's Breakfast and picnics at the start and end of the year. Last year we were also able to run three school concerts, following a two year hiatus due to COVID. Student leadership is well-developed across the school with opportunities for formal leadership and informal leadership through our Student Voice Team, School Community Leaders, Buddy Program, 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 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. We have undergone significant capital works over the last five years, resulting in a second campus, increased playground space, increased classroom capacity and a competition grade netball court, equipped with floodlights for community use.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 we had our School Review where we evaluated our performance during the last four years. The Review celebrated our achievements, in particular in developing a positive school culture, our Reading, Numeracy and Writing outcomes and our community engagement. The Review also noted our commitment to student wellbeing, sustainability practices and increasing community's understanding of indigenous cultures.

Progress achieved in 2022:

- Development of a Reading Scope and Sequence, including the delivery of phonics.
- Literacy Support teacher working/modelling in Foundation - Year 2.
- Updated assessment schedule to include phonics assessment through Little Learners Love Literacy.
- Draft of a Numeracy Scope and Sequence.
- Literacy and Numeracy Learning Specialists modelling to and observing colleagues.
- Numeracy School Improvement Team presenting professional learning on the Maths Proficiencies.

With the hope of a reduction in COVID related school disruptions, we look forward to renewing our school improvement journey in 2023 which includes:

- An increase to our school leadership team to support our learning and wellbeing work.
- An increased focus on Numeracy, including professional learning delivered by Mathematics Association Victoria.
- Further understanding of the effective teaching of phonics in the early years.
- Continuation of the Tutor Learning Initiative and Literacy Intervention programs.
- The school to develop professional learning practices that enhance the teaching of Maths through our Professional Learning Community approach.

Wellbeing

Progress achieved in 2022:

- Professional Learning for all staff on Restorative Practice.
- Professional Learning for all staff on Students affected by Trauma.
- Introduction of 'Talk the Talk', a Sexuality Education and Respectful Relationships program.
- Continuation of Lunchtime Clubs.
- Staff Professional Learning on the Child Safe Standards

The Wellbeing work in our 2023 Annual Implementation Plan considers:

- Deployment of a staff member as Mental Health Wellbeing Coordinator.
- Professional development for staff on Autism Spectrum Disorder.
- Development of a framework and protocols for managing students with challenging behaviour.
- Focus on staff collaboration, as identified through our Staff Opinion Survey.
- Opportunities for our Wellbeing School Improvement Team to be given additional time to work on priorities.

Engagement

Progress achieved in 2022:

- Continuation of Student Voice Team.
- Transition program to support students transitioning within and across schools.
- Specialists Professional Learning Community work based around student engagement.
- Visits and presentations from our Koorie Education Support Office.
- Staff working in School Improvement Teams which have a focus on Literacy, Numeracy, Sustainability, Koorie Perspectives and Wellbeing.
- 67% students taking less than 20 days absent (higher percentage than the State).

The Engagement work in our Annual Implementation Plan considers:

- The implementation of lunchtime clubs.
- The deployment of our Health and Wellbeing Coordinator to support with school refusal and anxiety.
- Clarification and understanding of the terms 'Student Voice' and 'Student Agency'.
- Accessing resources from the Department of Education's 'Mental Health Fund Menu'.

Other highlights from the school year

In 2022 we were able to run a number of events which had not been possible during the previous two years. many of these events were included in our School Review as highlights by the students.

- Three day Art4All event.
- Three school concerts
- Various community events, including Trivia Night, Father's Day/Special Person's Breakfast, Mother's Day/Special Person's Breakfast and picnics at the start and end of the year.
- Whole school events including Harmony Day and Book Day.
- Year 4-6 camps, including Year 6 attending Canberra.
- Student and Parent Sustainability Groups.
- Partnership with Thornbury High School.

- Provision of Choir and Orchestra within the school day.
- Swimming program for all students in Foundation - Year 2.

Financial performance

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

Notable expenditure items in 2022 include:

- Completion of our boundary fence, including upgrades to gates on both campuses, paid for by parent contributions.
- Installation of water tanks to feed all toilets.
- Installation of shade sail in Fig Tree Courtyard
- Employment of a school nurse, paid for by parent contributions.
- Employment of a librarian and resourcing of the library (including a new online cataloguing system), paid for by parent contributions.
- IT - Purchase of television monitors and multiple devices.

Fundraising Income:

- Art4All: Approx \$50,000
- Music Trivia Night: Approx \$10,000
- Other fundraising events: Approx \$5,000

Voluntary Contributions:

Curriculum Contributions - 81%
Building Fund - 61%
Library Fund - 64%
Nurse Fund - 77%
Librarian Fund - 78%

The school continues to hire its facilities to OSHClub, Parkside Netball Club, Do Well Music, Tennis In Stages, Shooters and Walsh Martial Arts.

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 2.0 (FISO 2.0).

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 520 students were enrolled at this school in 2022, 265 female and 255 male.

3 percent of students had English as an additional language and NDP 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).

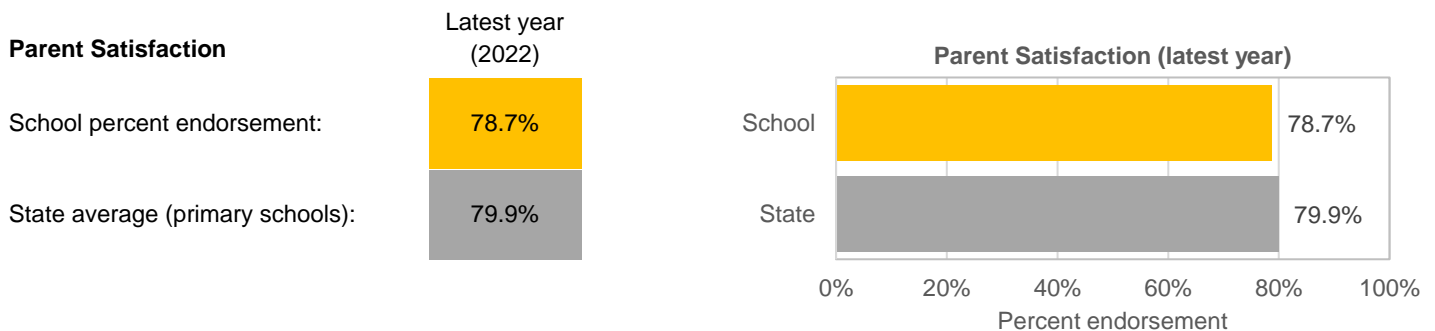
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

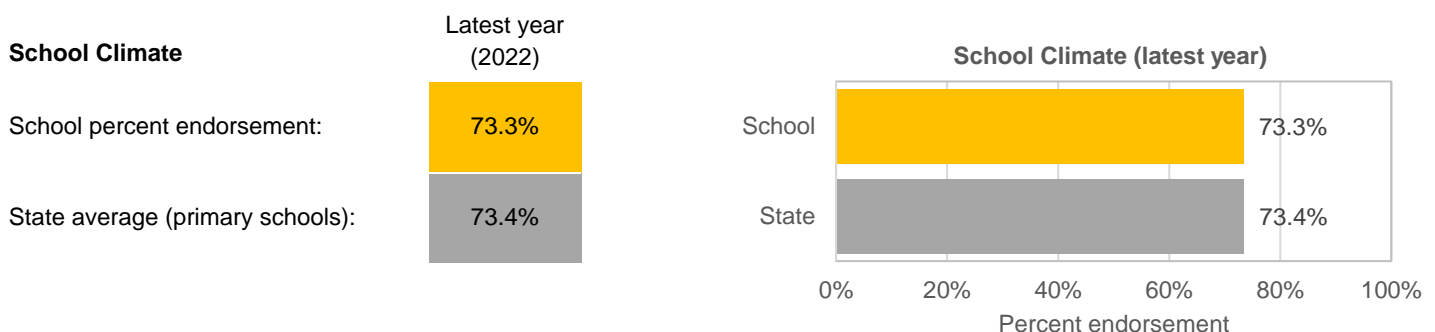


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

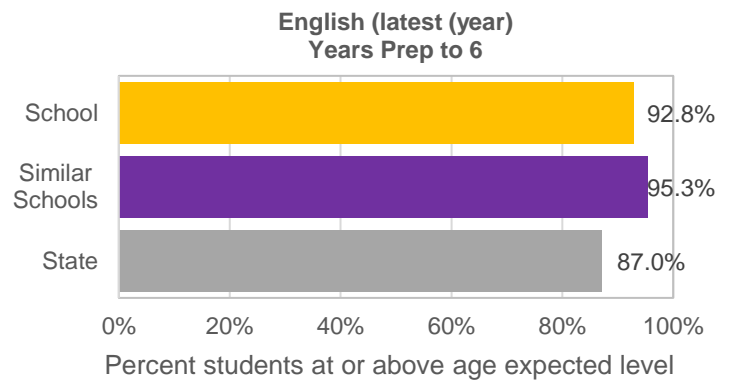
92.8%

Similar Schools average:

95.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

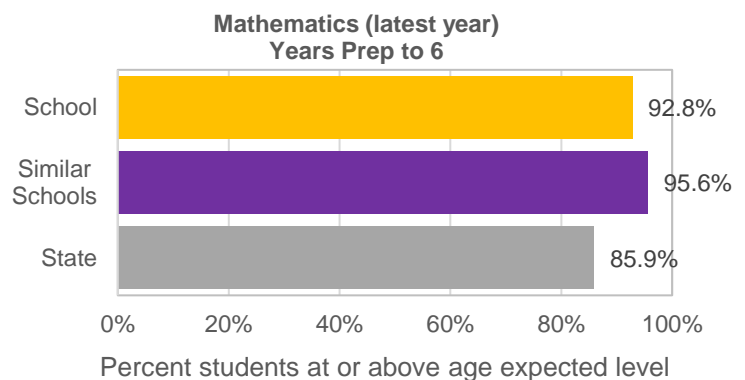
92.8%

Similar Schools average:

95.6%

State average:

85.9%



LEARNING (continued)

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.

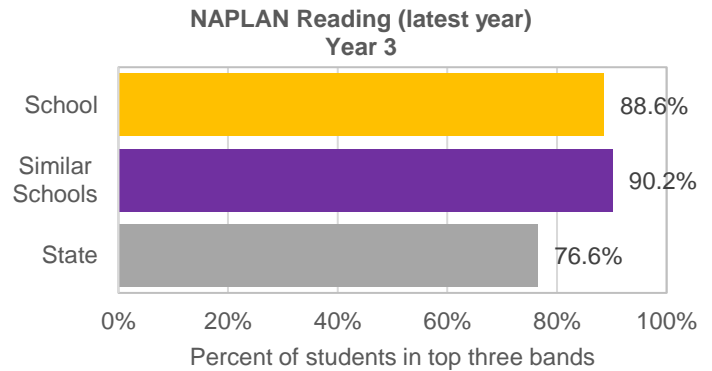
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

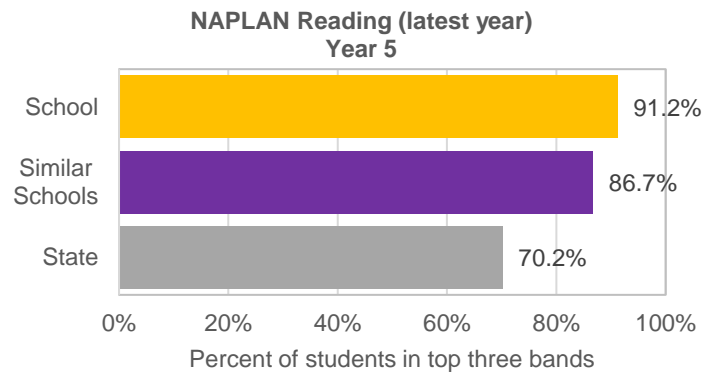
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.6%	88.4%
Similar Schools average:	90.2%	90.4%
State average:	76.6%	76.6%



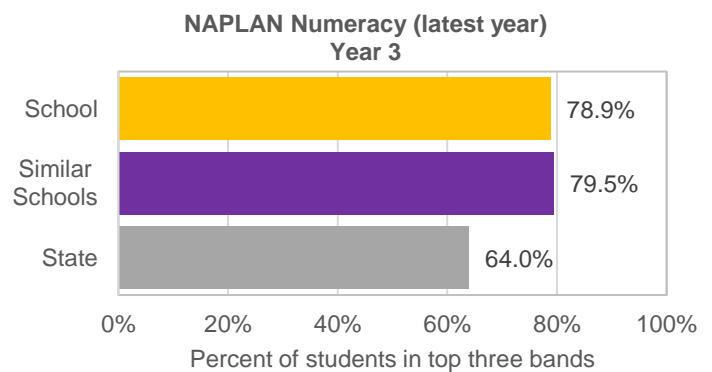
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.2%	89.9%
Similar Schools average:	86.7%	86.1%
State average:	70.2%	69.5%



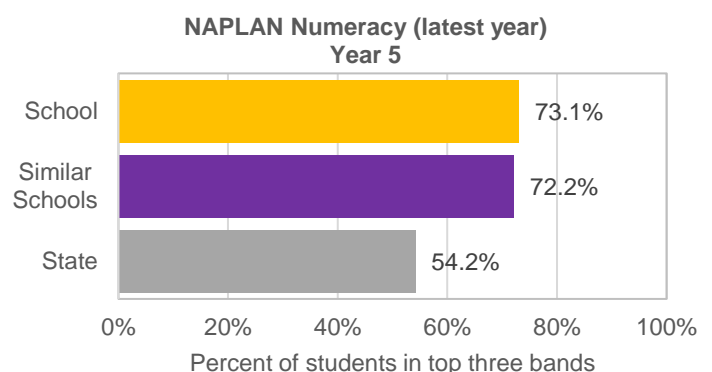
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.9%	81.7%
Similar Schools average:	79.5%	83.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.1%	78.7%
Similar Schools average:	72.2%	77.5%
State average:	54.2%	58.8%



WELLBEING

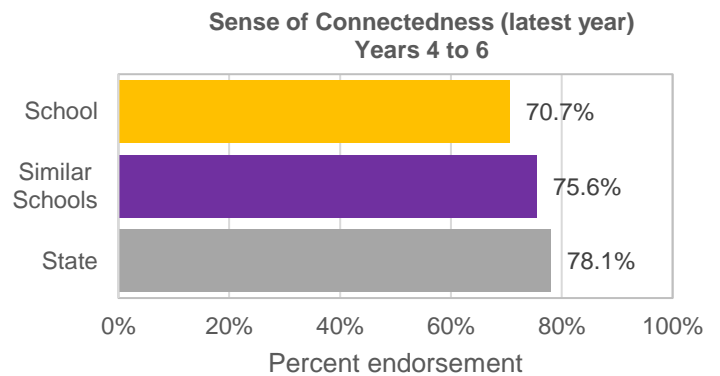
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	70.7%	74.7%
Similar Schools average:	75.6%	77.6%
State average:	78.1%	79.5%

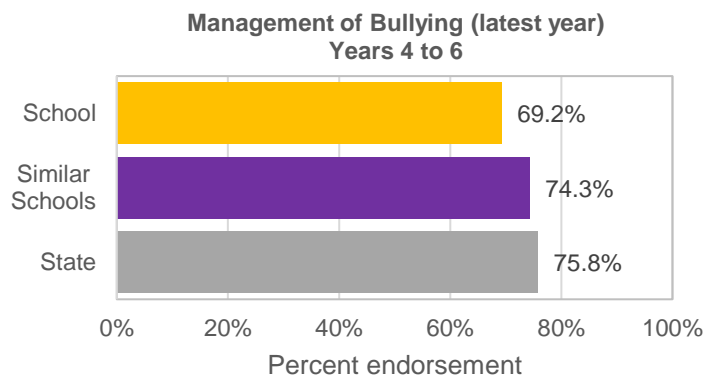


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	69.2%	73.0%
Similar Schools average:	74.3%	76.8%
State average:	75.8%	78.3%



ENGAGEMENT

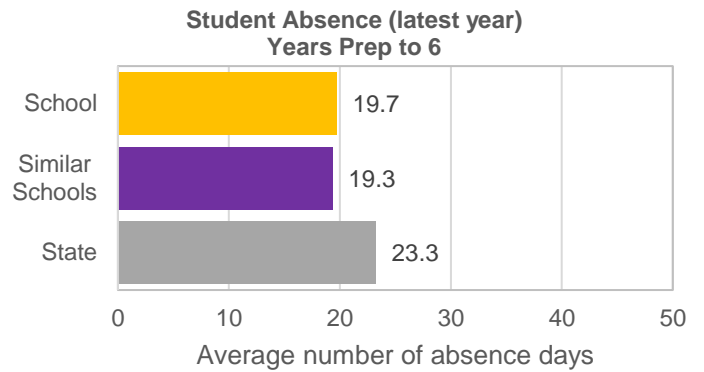
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.7	11.4
Similar Schools average:	19.3	12.7
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	91%	90%	91%	91%	89%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,491,343
Government Provided DET Grants	\$472,194
Government Grants Commonwealth	\$8,505
Government Grants State	\$0
Revenue Other	\$27,758
Locally Raised Funds	\$777,829
Capital Grants	\$0
Total Operating Revenue	\$5,777,629

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,221
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,221

Expenditure	Actual
Student Resource Package ²	\$4,414,260
Adjustments	\$0
Books & Publications	\$19,833
Camps/Excursions/Activities	\$244,641
Communication Costs	\$4,695
Consumables	\$95,135
Miscellaneous Expense ³	\$28,025
Professional Development	\$7,995
Equipment/Maintenance/Hire	\$68,863
Property Services	\$111,924
Salaries & Allowances ⁴	\$182,852
Support Services	\$219,116
Trading & Fundraising	\$135,232
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$432
Utilities	\$33,526
Total Operating Expenditure	\$5,566,529
Net Operating Surplus/-Deficit	\$211,100
Asset Acquisitions	\$123,642

- (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 15 Mar 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,503,132
Official Account	\$30,619
Other Accounts	\$130,533
Total Funds Available	\$1,664,284

Financial Commitments	Actual
Operating Reserve	\$180,026
Other Recurrent Expenditure	\$14,527
Provision Accounts	\$0
Funds Received in Advance	\$3,397
School Based Programs	\$27,294
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$405,362
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$159,324
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$789,931

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.