



Department of  
Education

**Shaping the future**

# Fairview Primary School

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Fairview Primary School is located in the coal mining town of Collie, approximately 200 kilometres south of Perth in the Southwest Education Region.

The school was established in 1959 on a hilltop site in the north-east of town. Fairview Primary School gained Independent Public School status in 2017.

Currently, there are 204 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 937 (decile 8).

The community is committed to enhancing student learning by improving grounds and facilities through the work of the Parent and Citizens' Association (P&C), which also runs the uniform shop. Further support is demonstrated through the work of the School Board.

## School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission included a succinct overview and summary of the evidence submitted for each domain. Evidence was aligned to the judgements made and informed future planning actions.
- In preparation for the Public School Review, staff worked collaboratively and consultatively in teams for each of the six domains of the Standard. Consensus and general agreement resulted from discussions and analysis of the evidence selected for submission.
- All staff, School Board members and P&C representatives had opportunity to provide feedback as part of the review process.
- The Principal reported that the review process was a validating experience and has given traction to the school improvement agenda, whilst building staff confidence, understanding and heightened levels of accountability to the school self-assessment processes.
- A range of informed and enthusiastic staff, students, parents and community partners contributed to the discussions held with the reviewers during the validation visit.

The following recommendations are made:

- Explore ways in which the ESAT can be used to facilitate and refine the ongoing collection and analysis of data to support school self-assessment.
- Continue to review each of the domains of the Standard, guided by the domain foci, as part of the school's regular review processes.

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### Relationships and partnerships

Positive and strong relationships between colleagues is seen as critical and central to the school's planning. This focus on developing a culture of collaboration is fostering relationships that are considerate and respectful.

### Commendations

The review team validate the following:

- Encouraged to ask questions and have robust conversations, the School Board is valued and seen as playing an important role in the governance of the school. Membership is representative of the community bringing a complementary combination of skills and knowledge providing advice and feedback.
- An effective P&C provides valued support to the school. Their active engagement contributes to a positive, connected school culture whilst providing additional resources that benefit students.
- With a mindset of always looking to improve, the school actively seeks feedback from parents and the community. The introduction of Connect and interim reports is in direct response to parent requests for more communication about student learning.
- The school works closely with various community groups providing integrated support for families. This includes: partnerships with The Smith Family; Child Parent Centre; Collie Shire Safety and Wellbeing; and Collie Children at Risk and Advisory Committee.

### Recommendations

The review team support the following:

- Continue to refine communication processes and content to ensure information provided to families is focused on student learning.
- Consider developing a communication policy outlining procedures between school and home to ensure there is consistency across the school.

### Learning environment

The school has focused on establishing a positive and supportive environment that is safe, nurturing and welcoming for all.

### Commendations

The review team validate the following:

- The Intervention Plan outlines Tier 1, 2 and 3 processes and procedures for the academic, physical, social and emotional wellbeing of students. Together with a more targeted approach consisting of multiple supports, delivery of intervention programs by skilled and valued education assistants, improved outcomes for SAER<sup>1</sup> are evident.
- A strategy to monitor, track and incentivise regular attendance promotes engagement and places the spotlight on the importance of regular attendance for students and their families.
- Underpinned by restorative practices, PBS<sup>2</sup>, the 'Fairview Way' is the key driver for managing student behaviour. The development of the expectations matrix and a whole-school reward system is leading to a common language, consistency of approach and a sense of calm across the school.
- Consideration is given to providing students with a voice. Student Councillors, with representation from Year 1 to Year 6, provide feedback and suggestions that are factored into and influence future planning.
- A number of universal and intervention supports are in place to meet the social and emotional needs of students such as Breakfast Club, BUZ Rangers and assistance for families experiencing hardship.
- The chaplain plays an important role in providing social and emotional support for students through counselling sessions and the delivery of the protective behaviours program.

### Recommendations

The review team support the following:

- Continue to review and monitor the impact of PBS and consistency of implementation across the school ensuring all staff understand and have ownership over student behaviour.
- Progress the intention to provide additional support for education assistants in the delivery of intervention programs for students.

## Leadership

The Principal's collaborative style of leadership contributes to a non-hierarchical structure where all have input into decisions, solutions and the change agenda, ensuring everyone's voice is heard.

### Commendations

The review team validate the following:

- The newly reviewed business plan is informed by and aligned to the Department's and regional strategic directions. Its development, in broad consultation with stakeholders, reflects the context of the school providing an evidence-informed road map for school improvement.
- Driven by data, change is managed through an established committee structure where staff take a lead in the research and selection of programs engendering high levels of ownership and buy-in.
- The implementation of new programs and whole-school approaches is closely monitored through a detailed and regularly referenced Strategic Plan Review document.
- Staff take a lead in the delivery of whole-school programs such as PBS, Seven Steps writing, Top Ten Maths, PLD<sup>3</sup> spelling and DIBELS<sup>4</sup> reading assessment. The sharing of resources and data through Microsoft Teams and staff meetings/development days to work together gives ongoing support and clarity.
- There is provision for and encouragement of all staff to take on a leadership role in their respective field of work. Keen to step up and take on responsibility, the school ensures they have oversight of peoples' aspirations through the performance management process.

### Recommendations

The review team support the following:

- Continue to review the current distributed leadership structure to ensure it is aligned to the school's targets and priorities. Consider implementing the Western Australian Future Leaders Framework to support leadership development.
- Lead an ongoing focus on student data to build staff understanding of what year-on-year progress looks like.

## Use of resources

Sound financial management is enabled through shared and transparent decision making and the allocation of resources focused on maximising students' learning and wellbeing.

### Commendations

The review team validate the following:

- With alignment between resource allocation and the business plan, funds are distributed to support the implementation of new programs and additional resources.
- Responsive to the school compliance audit findings, the school has refined the resource monitoring system and developed improvement plans to meet audit requirements.
- The School Board is provided with detailed documentation of current and future school expenditure. This enables members to provide informed oversight in the monitoring and tracking of school expenditure.
- In accommodating the diverse range of student needs, careful consideration is given to the structure of classes and deployment of education assistants to ensure classes are small and there is alignment of skill sets to the specific needs of the students.

### Recommendations

The review team support the following:

- Continue to provide ongoing support and professional learning to ensure all staff understand the compliance and obligations of the Financial Management Act. Provide further clarity for cost centre managers and the Finance Committee on their role and financial responsibilities.
- Review the current method of tracking and managing resources to ensure currency and understanding by staff of the available resources.
- Build the Finance Committee's profile within the school to encourage a broad representation of staff membership.

## Teaching quality

The school's focus on creating the pre-conditions of trust, collaboration and collective efficacy, is building a strong foundation to achieve the goal of quality teaching and success for every child.

### Commendations

The review team validate the following:

- Collaborative practices and shared beliefs about teaching and learning are developing.
- Professional learning is offered to multiple staff inclusive of the leadership team. This is contributing to a collective understanding of whole-school programs and greater consistency in delivery and approach.
- Building Our School Literacy, Curriculum, Assessment and Reporting and the Fairview Primary School Strategic Plan documents provide guidance and direction for staff in their work whilst supporting a shared understanding of the whole-school approach to teaching and learning.
- Regularly reviewed in conjunction with all staff, the Curriculum, Assessment and Reporting Plan provides clear expectations regarding assessment and reporting on student achievement and progress.
- Common instructional language and predictable routines are emerging through the implementation of whole-school programs in mathematics, writing and spelling.
- Analysis of student achievement data informs planning and learning differentiation adjustments.

### Recommendations

The review team support the following:

- Continue to support collaborative DOTT<sup>5</sup> time for staff ensuring processes and procedures are formalised.
- Continue to monitor and support teachers to implement whole-school programs and the instructional approach. Ensure consistency and low variance teaching practice is embedded across the school.
- Provide ongoing support for staff in the documentation of Individual Education Plans, ensuring parent involvement and clearly set SMART targets.

## Student achievement and progress

With an unambiguous focus on the whole-child, the school is gathering momentum in the development of a shared focus on improving student progress and achievement

### Commendations

The review team validate the following:

- 2021, Year 3 to Year 5 longitudinal NAPLAN<sup>6</sup> data demonstrates higher progress and higher achievement when compared to like schools for Reading, Writing, Spelling and Punctuation and Grammar.
- The work of education assistants in the delivery of acceleration programs such as reading fluency, vocabulary, spelling and DIBELS testing is significantly contributing to improved outcomes for students.
- Moving beyond NAPLAN, the school is strengthening their school-based data collection with a range of tools in place to monitor student progress and inform teaching.
- Ready access to whole-school data through Microsoft Teams has been a positive driver for improvement leading to a heightened awareness and understanding of data informed practices.

### Recommendations

The review team support the following:

- Progress intentions to strengthen staff data literacy and engage in the collaborative analysis of data using a disciplined dialogue approach.
- Provide regular monitoring and review of whole-school and acceleration programs to accurately assess the impact on student learning.
- Strengthen moderation processes through planned partnerships with other schools. Explore Brightpath to support moderation and grade alignment in Writing.

## Reviewers


Maxine Augustson  
**Director, Public School Review**

Cathy Willis  
**Principal, Albany Primary School**  
**Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Students at educational risk
- 2 Positive Behaviour Support
- 3 Promoting Literacy Development
- 4 Dynamic Indicators of Basic Early Literacy Skills
- 5 Duties other than Teaching
- 6 National Assessment Program – Literacy and Numeracy