



2024 Annual Report



A fair view of all things

Principal's Welcome

2024 has been another successful year for our school. Over the year, our students have continued to show academic improvement, our sports teams have competed successfully both in our school and in interschool events and our students have continued to show their outstanding behaviour and manners in many settings.

A highlight of our year was a visit from our Minister for Education, Mr Tony Butti and Director General, Mrs Lisa Rogers. These two very important people came to our school to observe the great work that was being done in our literacy education. They watched lessons in two classrooms and spoke with staff and students about what they were learning. It was a proud day for our school to have the work that has been done here being recognised at the highest level in WA education.

Over 2024, we worked towards our expected 3-year return, Public School Review. This was eventually postponed until 2025. We felt we were unable to wait the additional year to review our business plan and went ahead updating our plan for 2025 – 2028. Our new plan has a more refined focus than the previous document with three focus areas:

1. **Quality teaching and learning environments**, emphasising excellence in teaching and learning through the implementation of the Quality Teaching Strategy
2. **Academic success for every student** through ensuring curriculum is presented in a sequential and organised way, considering the different needs of each learner. A key focus on this is every student meeting appropriate literacy and numeracy targets.
3. **Social and emotional wellbeing**, emphasising a safe and inclusive working and learning environment for all. This focus area supports our established behaviour processes, supports student attendance and engagement with and in school.

We also reviewed our school purpose statement. **At Fairview, we have high expectations throughout our school. We pride ourselves on having a calm, caring and supportive community, which encourages success across all areas. We empower our Fairview family to work together to achieve their best within our school and the wider community.** This is a positive and aspirational statement that we hope will drive continued improvement in our school.

Our school community is fortunate to have a dedicated team of nearly 40 staff who work together to support every child in this school. We also have two highly motivated parent and community groups, our P&C and School Board. The focus of all these adults is on supporting every student to learn as much as they can. This report will highlight the progress our students have made, from their entry into our school as kindy students through to their graduation at Year 6.

Overview

Fairview Primary School is dedicated to supporting every student achieve the best they can both academically and socially. Our revised purpose statement helps us to focus on what we want for every student - At Fairview we have high expectations throughout our school. We pride ourselves on having a calm, caring and supportive community, which encourages success across all areas. We empower our Fairview family to work together to achieve their best within our school and the wider community.

There is no more obvious demonstration of this purpose than the calm way our students move around our school. During play times, our students play hard and fast but as soon as the bell goes our students are on their way to class. We have had many visitors to our school comment on how quickly and calmly our students get to class and between classes. This is a critical first step in every child being ready to start learning.

Our Positive Behaviour Support (PBS) focus is about keeping a safe environment for everyone and maximising the amount of on-task or learning time. Our expectations based on CARE – Cooperation, Achievement, Respect and Enthusiasm form the basis of every conversation around behaviour, social and learning expectations. With input from our students, our expectations were refined and updated over 2024 to make sure they were comprehensive and in line with what we would like everyone to enter society with. The success of this can be seen in the nearly universal inclusion of students in our termly celebrations and excellent behaviour our students demonstrate in the classroom, in the playground and in the community.

Attending school every day is a critical part of having success as a student. Having a safe, supportive and predictable learning environment is critical to this. Our overall attendance data has continued to improve over the past several years.

Finally, the hard work that the Fairview staff have put into professional learning, modifying teaching and learning programs and reviewing student progress is paying off. Our student's academic performance as measured through our NAPLAN results is showing considerable improvement. This is particularly evident in our reading and writing data. Comparatively, they are performing well above other schools in similar situations to ours. We still have a way to go as our next set of goals are around beating state and national averages. We are well on the way.

Over the past 9 years, we have had a focus on steady improvement. Our story of progress has followed a plan:

If your child isn't at school, we can't teach them. – Our work on our behaviour programs, developing safe and consistent classrooms and having a focus on relationships and routines has supported this.

Once your child is here, if they are not in a cognitive place where they can learn, we can't teach them – We have put in place programs such as Zones of Regulation, student leadership with BUZ Rangers, an emphasis on solving social problems through restorative conversations and developing a calm work place has supported this.

Now that your children are here and they are in a place to learn, we can focus on learning. We are now focusing on school wide, consistent strategies to support student learning based on evidence based strategies. We are also working on the early identification of students who are struggling and putting in place individual and group supports to help every child have success.

Our Priorities



Over the life of our business plan, we have focussed on 3 main priorities:

1. Quality Teaching and Learning Environment
2. Numeracy
3. Literacy

These priorities have driven the decisions we have made as a school, including where to place additional resources, focus professional learning and prioritise time. The priorities are intended to ensure the conditions for student learning are supported and in place and that every student leaving Fairview, leaves with the literacy and numeracy skills needed to be a successful learner.

At all times, the focus has been on getting the basics right. Consistent, universal, high-quality practice. Developing the professional practice of every staff member has been critical to this along with building strong relationships between staff, students and the community. A focus on unrelenting kindness and unrelenting consistency has been key.

Ongoing review of our plan identified that too many focus areas had been established. In building this plan, a model based on the 7 General Capabilities was adopted. In addition to Literacy and Numeracy, the other areas of ICT, Critical and creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding, were also elevated to a priority level. This became too difficult to manage and spread our time too thinly.

Moving forward into our new plan, we will be clear that these additional general capabilities are still important and need to be done, but they will be covered through the general curriculum delivery. We are moving into this new plan with the understanding that everything needs to be addressed or covered and priority areas are things that you put your additional resource (time, money, effort) into. It cannot be one and not the other. Through this realignment of priorities, we plan to be more efficient in what we do.

Priority One – Quality Teaching and Learning Environment



Develop learning environments that are responsive to the needs of all students

Our work over 2024 has focused on:

- developing whole school approaches in literacy and documenting this for ongoing use and sharing with new staff
- ongoing development of teacher's pedagogical approach through professional learning with Statewide Services and Cue Learning
- continued refinement of the Fairview 6 Givens document to develop a common 'Fairview Way' for all staff

Through this work we are seeing an increase in the engagement of our students. We are seeing an increase in many of our curriculum measures (see further in this report) as well as an increase in our student attendance

	2021		2022		2023		2024	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Attendance Rate	89.4%	88.8%	85.6%	85.6%	88.0%	88.1%	89.0%	89.1%*
Regular Attendance	64.8%	56.6%	44.6%	46.7%	54.1%	63.4%	58.6%	62.7%*

Since the return from COVID, there has been a small rise in the average daily attendance rate. There has also been a general steady increase in the number of students who have regular attendance – those with 90% attendance or better. A focus for 2025 will be to review our processes to support students with poor attendance.

Provide staff with opportunities to collaborate and build a culture of sharing

To support this strategy, we have:

- established a timetable to provide common DOTT time where possible
- allocated an additional 30 minutes of DOTT to each teacher to allow a literacy support meeting each fortnight, supported by either the literacy coaches or deputy
- supported consistency of EA allocation and allowed staff to collaborate on the sharing of EA time
- trained EAs to support intervention and share the data with classroom teachers through conversations and on Teams
- Worked with Statewide Services to develop literacy leaders as in school mentors

Provide support for year-on-year growth through a consistent, whole school approach to the plan, teach, assess cycle and lesson structure

- Developed initial draft of a literacy scope and sequence document that covers grammar, writing genre and phonics and spelling progression.
- Ongoing refinement of whole school data collection, sharing and review. Based on sharing spreadsheets through Teams

Ensure all learning programs are developed to cover the requirement of the WA Curriculum in a levelled, structured and engaging way

- Ongoing work on scope and sequence in literacy and modify in preparation for the 2025 updated WA English Curriculum
- Review of Maths curriculum conducted, and a new program chosen based on teacher feedback end 2023 ; Mathstrek. 2024 was the first year of this program. Feedback was positive. Too early to look at specific impacts on school data.
- Initial work by teachers on the 2025 rollout of the updated Health and English curriculum documents.

Use PBS to monitor and modify student behaviour

- Ongoing review of PBS practice
- Reviewed and updated PBS matrix with student input
- Overall behaviour is improving. Feedback from school visitors (through Statewide Services) was how calm our school was and how quickly and calmly students moved to and between classes.
- A focus on our 'next one thing'. Which included transitions in class, lining up and moving between classes.

	2022	2023	2024
Behaviour records	435	324	204
Office referrals	117	69	28

It is likely that there is an under-recording of behaviours, however, it is clear from being in the school that overall, student behaviour is excellent.

Support all learners through appropriate differentiation

- Ongoing support of common documented planning process. 20% of our students have been identified as having some form either diagnosed or imputed disability that impacts on their learning. Most of these are addressed by inclusion in intervention programs or being supported by EA time.
- Established (following network lead) literacy intervention using the MiniLit and MacqLit programs. 24 students participated in this small group intervention over the year with most making progress.
- Flagged need that a tiered approach to intervention needs to be included in next plan. This is work that will be prioritised in 2025 by the student services committee.

Actions

- Focus on the implementing the Quality Teaching Strategy and Teaching for Impact
- Document whole school practices to support the transition to and induction of new staff in 2026
- Continue to support literacy planning time with the Deputy Principal – minimum of 30 minutes each week to support 5, 1 hour meetings each term
- Continue to refine PBS processes
- Continue to focus on supporting students to attend regularly

Priority Two - Numeracy



Improve the numeracy standards of all students by focussing on the proficiencies of understanding, problem solving, fluency and reasoning

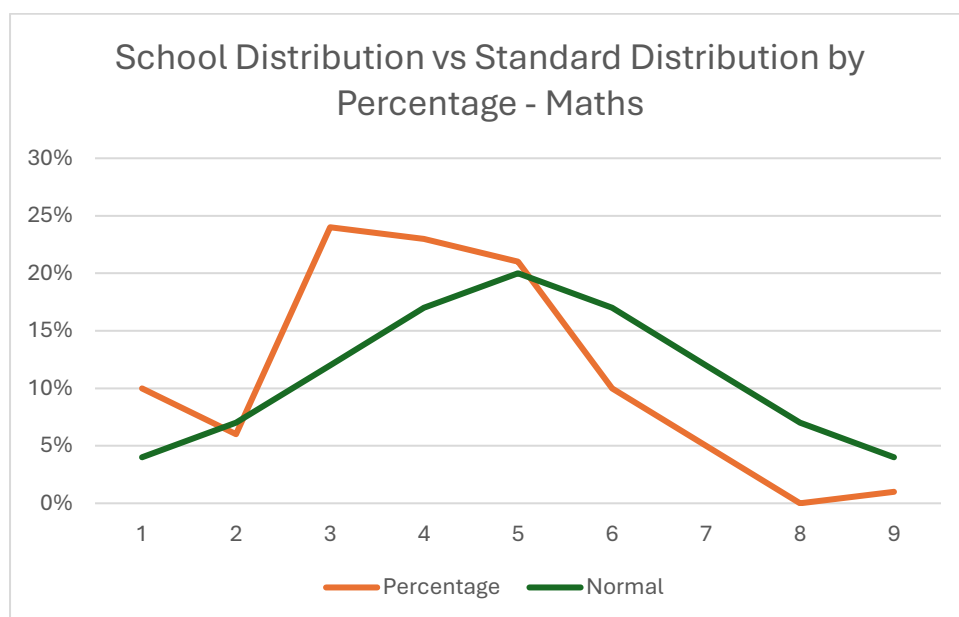
- Review of maths teaching resource. Top Ten did not provide the ongoing resource development initially promised. It was not comprehensive and had significant gaps in the upper school program. As a result of this review, MathsTrek was chosen by staff as the new approach.
- Review of RUCSAC model for problem solving as it had lost some focus. Review of observations in NAPLAN and PAT assessments, it was noted that students struggled to understand questions. When students were working through their maths program, they would learn a process and then practice it repeatedly. In an assessment, the process may not be identified. Work with staff to better understand the RUCSAC model: Read, Understand, Choose, Solve, Answer, Check
- As we moved our focus to literacy, we did not have opportunity to develop a comprehensive school numeracy plan.



Improve all students' numerical fluency

- Daily reviews focussing on general numeracy fluency were introduced as part of our work on an explicit approach to teaching.
- Some work was done on developing a school scope and sequence of mathematical skills. This work will be continued in 2025.

PAT Numeracy



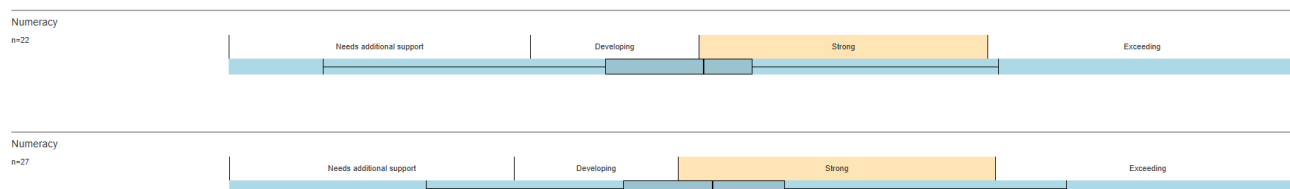
PAT numeracy data is in line with our NAPLAN results. NAPLAN is adjusted for ICSEA (Index of Community Socio-Educational Advantage) which notes that a lower ICSEA equates to lower performance. PAT assessments are measured against the Australian average. There was a small positive shift in data from 2023 to 2024.

NAPLAN

As 2024 was only the second year of the new NAPLAN measuring process, previous years data is not directly comparable. Also, missing the COVID year, 2020 left a gap in our data for comparison.

Our NAPLAN data analysis identified several key points. Note: Due to the change of assessment measurement in 2023, there is no comparative data.

1. Our students were showing small growth between testing cycles in NAPLAN
2. Fairview students performed significantly better than like school students
3. Fairview students still have significant growth to achieve state average
4. Student performance seems to clump most students close together with few achieving in the exceeding band
5. In Year 3, 40% of students are below benchmark 2023 50% below benchmark 2024 (different students)
6. In Year 5, 60% of students are below benchmark 2023 38% below benchmark 2024 (different students)
7. Our school average was within 5 (Year 3 -5, Year 5 +3) of like school averages. Targets need to be established with State averages which this year are -26 and -24 points or about 2 extra questions right for every student



Actions

1. Review of maths programs found gaps. New program identified for implementation.
2. Although there was a reduction in the number of Year 5 student below benchmark, there we still a large clumping of students just above benchmark.
3. Establish targets based on state averages
4. Develop a whole school focus on numerical fluency
5. Work on students problem solving and non-standard ways of asking questions

Priority Three - Literacy



Literacy has been a significant focus of our school. Over 2024, we finished our time as a part of the Centre for Excellence – Explicit Instruction in Literacy project, continued our work as part of the Collie Literacy Project and consolidated many of our practices from our work with Cue Learning. A highlight of our year in literacy was the acknowledgement of our success by Statewide Services and a visit from our Minister and Director General. We also continued to promote literacy with visits from authors and celebrations of reading.

To support staff and students in literacy we have:

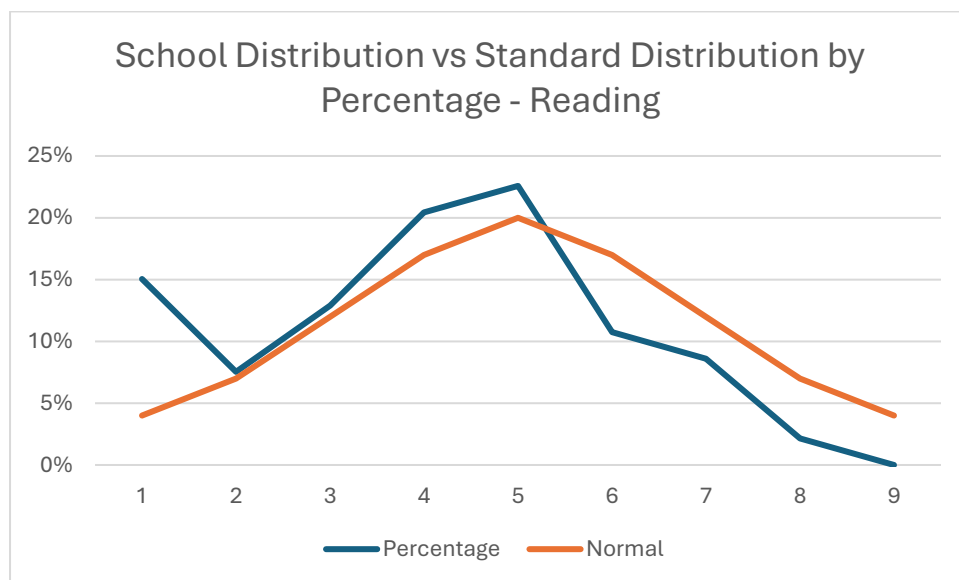
- Continued whole school professional development in the space of literacy, including reading, writing and oral language
- Continued progress on whole school practices including developing scope and sequence documents and consistent classroom practice
- Supported and promoted reading through visiting authors, the Reading Challenge and reading interventions
- Specific interventions for Tier 2 students – MiniLit, MacqLit and reading support EAs

NAPLAN



NAPLAN results showed very good results with Fairview students achieving well above like schools in nearly all test areas. Year 5 students achieved higher than State average in both Reading and Writing. This is an excellent results for our students.

PAT – Reading

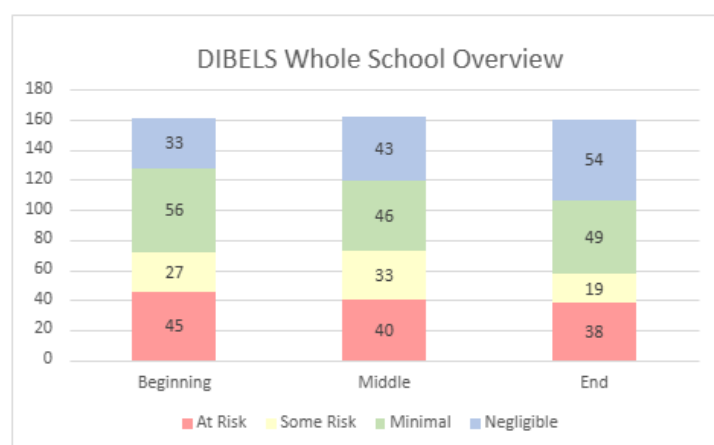


PAT Reading data is in line with our NAPLAN results. NAPLAN is adjusted for ICSEA (Index of Community Socio-Educational Advantage) which notes that a lower ICSEA equates to lower performance. PAT assessments are measured against the Australian average. As with our NAPLAN data, Fairview students have performed above where they would be expected. There was a small negative shift from 2023 to 2024. The main shift has been in Year 3 and 4 students achieving at a lower level. This also aligns with our intervention programs with the majority of our students needing additional support in these year levels.

School Assessment Data – DIBELS reading

We have been conducting the DIBELS (Dynamic Indicator of Basic Early Literacy Skills) reading screening assessment for the past 4 years. It screens for risk of not succeeding in reading. The aim is through targeted intervention, reduce the number of students at risk.

- Reduction in overall numbers of students at serious risk
- 15% increase in the number of students with no or minimal risk



Actions

1. Review our literacy programs for impact. Areas to focus
 - a. spelling and being able to transfer spelling into writing in general
 - b. writing sequence – multiple opportunities to demonstrate proficiency
2. Investigate strategies to address over-representation of students in bottom quartile. 2024 data show 35% of students in bottom quartile in PAT and 35% of students at risk through DIBELS. Good correlation of data.
3. Establish targets based on state averages
4. Establish clear processes to monitor students, identify those at risk and support through interventions

Our Programs

Reading Intervention

Natalie Gasperi and Danielle Flatt have continued to run a highly effective reading intervention program. The program is directed by and monitored with the DIBELS data. The main focus of the program has been on developing student reading fluency, either at a letter, word or text level. The positive impact of this can be seen in the reduction in the number of students at risk as per the DIBELS assessment.

MiniLit/MacQlit

Fairview received funding to have 5 EAs trained in the delivery of MiniLit or MacqLit as part of the Collie Preston Network literacy funding. Over 2024, 8 small groups of students worked through program.

The MacqLit program started the year with 3 groups, totalling 11 students. Over the year, 4 students tested out of the program. All students involved made progress of between 4% and 162% on their reading rate. 9 of these students made progress in the South Australian Spelling Test including 2 moving from below age to at age and one from below age to above spelling age.

The MiniLit program started with 3 groups of students, totalling 13 students. Linking the phonics progress with the South Australian Spelling Test, 9 of 12 made progress, 1 stayed static, 2 went backwards. 2 students moved from at or below spelling age to above spelling age over the year.

DIBELS Data

Regular monitoring of student reading has had a significant impact on our student's reading ability. All staff are accessing this information. We now have a process in place which is efficient, accurate and easily accessible. As stated earlier, the number of students measuring at high risk are reducing. It is also providing good data to seek additional support from the school psychologist.

Centre for Excellence – Explicit instruction in literacy

Over 2023 and 2024, Fairview was involved as one of the first schools in this program. Over the time of the project, we had several visits with our mentor school Warriapendi Primary School. 3 Fairview teachers were trained as coaches to support the literacy growth in our school. The program resulted in a range of whole school practices including daily reviews, engagement norms and various curriculum support documents. A focus on a consistent approach across the school will continue into 2025.

Social/Emotional Programs

Our student's social and emotional wellbeing is critical to our ongoing success. Our focus is on every student developing self-regulatory skills. Our chaplain plays a critical role in this area. She works with every student through delivering protective behaviours. She also works closely with the Deputy Principal to deliver the Build Up Zone (BUZ) and BUZ Rangers programs. A restorative approach to solving 'social issues' is critical. People being able to voice their concerns in a safe and supported environment and to work on solutions rather than a purely punitive approach has resulted in significant change in behaviour.

Positive Behaviour Support

Our whole school behaviour support program is proving to be highly effective. Serious behaviour outbursts are rare, and our school is calm. We have had many visitors to our school that comment on the calmness and manners of our students. A focus on our 'Next one thing' allows us to address any ongoing niggling behaviours.

2024 Celebrations

A visit in May from our Minister, Mr Tony Butti, our Director General, Mrs Lisa Rodgers, local member, Mrs Jodi Hanns and curriculum leaders from Statewide Services was a highlight of our year. It was a recognition of the hard work of our staff to improve the literacy levels of our students. The visitors watched lessons in our Year 1 and Year 6 class and were impressed with what they saw. A critical question asked by the Director General was, "You are getting excellent outcomes, how can this be replicated across our system?" A complex question with a complex answer. We have got to where we have through many years of focussed effort. Firstly, focusing on behaviour and relationships, secondly on social/emotional learning and skills of self-regulation and now on high level teaching and learning.



22 Students graduated from Fairview Primary in 2024. We were very impressed with their leadership in our school and are proud of who we will pass on to the high school.

Dux	Jayda Grant	CARE	Zara Roney
English	Jayda Grant	PE	Knox Hulls
LOTE	Zara Roney	Arts	Zara Roney
Science	Jayda Grant	Maths	Connor DelFante
HASS	Jayda Grant	T&E	Connor DelFante

Each year, we also celebrate the student from each class who demonstrates the highest academic performance and the person who demonstrates the highest level of citizenship. The academic award is supported by our P&C. The citizenship or CARE Award is supported by the Bendigo Bank

	Academic	CARE
Kindy		Patrick Smith
Pre-primary	Will Hollins	Luna Ford
Year 1	Alexis Eastcott	Scarlett Michael
Year 2	Levi Spencer	Sophia Lee-Tarran
Year 3	Alexis Roberts	Taj Slater
Year 4	Levi Cherry	Wyatt Roney
Year 5	Sebastian Creemers	Asha Crellin



We also had success on the sports field. In 2024, Stockton won the Athletics Shield.

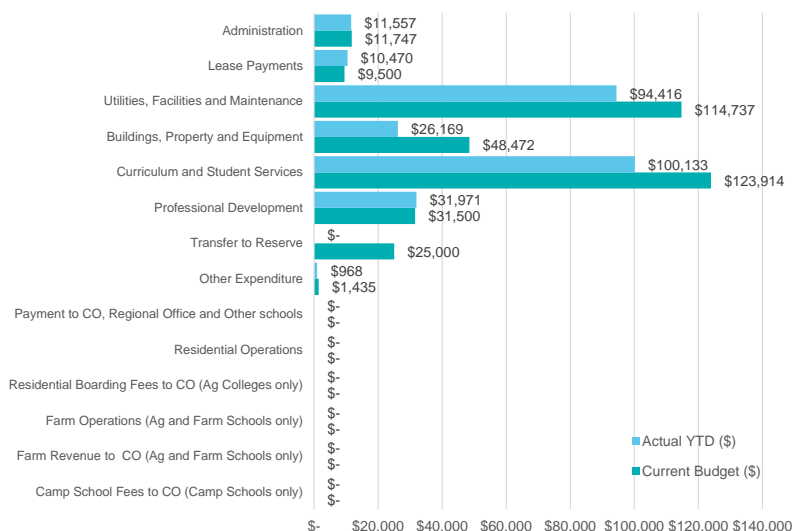
Our students came second in the Allanson Cross-country event.

We had several teams participate in interschool technology events, with teams attending the Synergy Solar Car Challenge, Collie Preston Vex Robotics competition at Dardanup and the Collie Schools Vex Challenge at the Collie Show.



Financial Summary

Dec 2024 (Verified Dec Cash)



Fairview Primary School's budget is closely aligned with its strategic direction. Over the year, the budget is regularly reviewed and adjusted as needed based on the continual changing student and staff needs and to best support the learning of all students.

Our budget is based on expending a minimum of 96% of our funds in a given year. As of December 2024, our expenditure was 96.5%

Close to 50% of families supported the school through voluntary contributions.

Some salaries budget was not able to be spent due to a lack of staff available. There were in the vicinity of 40 days over the year where replacement staff were unavailable. This includes no replacement if the Principal or Deputy are absent or the administration team taking classes when teachers were absent.

Actions

A review of our reserve fund structure will be part of our work for 2025.

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	66,874	66,874
Carry Forward (Salary):	293,864	293,864

INCOME

Student-Centred Funding (including Transfers & Adjustments):	2,426,269	2,426,269
Locally Raised Funds:	28,289	51,735
Total Funds:	2,815,297	2,838,743

EXPENDITURE

Salaries:	2,351,982	2,351,982
Goods and Services (Cash):	366,304	275,684
Total Expenditure:	2,718,286	2,627,667

VARIANCE:	97,011	211,076
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ONE LINE BUDGET – EXPENDITURE Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
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SALARIES

Appointed Staff	2,142,758	2,142,758
New Appointments	0	0
Casual Payments	207,491	207,491
Other Salary Expenditure	1,733	1,733
Total Funds:	2,351,982	2,351,982

GOODS AND SERVICES (CASH EXPENDITURE)

Administration	11,747	11,557
Lease Payments	9,500	10,470
Utilities, Facilities and Maintenance	114,737	94,416
Buildings, Property and Equipment	48,472	26,169
Curriculum and Student Services	123,914	100,133
Professional Development	31,500	31,971
Transfer to Reserve	25,000	0
Other Expenditure	1,435	968
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0

Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	366,305	275,684

TOTAL	2,718,287	2,627,666
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Conclusion and Next Steps

We have been very fortunate to have an experienced and skilled staff. 2026 is going to see some significant staff changes with changes in the administration team and potentially amongst the teaching staff. 2025 will need to be a year of consolidation and documentation of school practices.

Areas to focus on

- Developing our next Business Plan
- Sustaining our ongoing improvement in student results
- Inducting and supporting new and transitioning staff. How do we get staff 'up-to-speed' in the Fairview way quickly?
- Documenting our school practices, in particular:
 - a review of our MTSS – Multi Tiered System of Support – processes. We need to be able to identify students at risk and ensure there is a consistent and well-resourced way of supporting every child.
 - Reviewing and refining our intervention strategies and the data that we collect and share around this.
 - Consolidating our whole school literacy processes and ensuring these are documented and resourced for new staff.
- Our school environment. Investigate and plan a new playground for our students
- Continuing to build on the community aspect of our school – visits, communication and promotion.

The Public School Review we were scheduled to be part of this year was postponed until 2025. We look forward to taking part in this review to both celebrate our successes and take on board areas to improve. We are also working in alignment with the regional plan, Dovetail, and our network foci of attendance, reading and student wellbeing.

Endorsed by the School Board, Monday 30 June 2025

Board chair: Tara van Beuningen

Principal: Andrew Whitney