

2021 Annual Report to The School Community



School Name: Fawkner Primary School (3590)



- 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 2021 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 25 March 2022 at 03:09 PM by Roger Pell (Principal)

- This 2021 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 27 April 2022 at 11:41 PM by Ester Moretti (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

Fawkner Primary School is a growing school, situated in the northern suburbs of Melbourne, 12 km. from the CBD. In 2021 we began the year with an enrolment of approximately 275 students, slightly down on our projection. The negative impacts of COVID on enrolment in Primary schools has continued through 2021.

We had the equivalent of 17.8 full time teachers and the equivalent of 10.0 non-teaching ESO support staff.

Unfortunately, the Coronavirus epidemic had a significant impact on our school and our programs, as it did across the rest of the world. With whole-state lockdowns, remote learning, home-schooling across much of the year, school was significantly disrupted for most of our families for most of the year. The school provided outstanding support and guidance through the various stages of Remote Learning as well as while we were able to run on-site learning. We continued to offer a comprehensive education in a safe, secure and happy school climate. The school believes that children can only achieve their capacity when they feel safe and happy, and when they are provided with challenging and rewarding curriculum in a highly supportive environment. This was particularly difficult throughout the second full year of the pandemic, but we believe we catered for each child as best we could. We continued to offer the best education possible for our children by supporting families, providing learning opportunities both at home and at school, up-skilling our families in technology use and home-schooling strategies, all in a highly supportive environment. The school was able to successfully adapt to the challenges and offered optimum support, guidance and assurance to all families and children to ensure each child had the opportunity to engage and succeed to the best of their ability. The school places special emphasis on providing this supporting and nurturing environment, combined with an emphasis on the basics of reading, writing and mathematics, while offering a wide variety of specialist classes, in 2021 being Phys. Ed, Digital Technology, Italian and The Arts.

Our emphasis on reading and language skill acquisition has proven very successful with continued positive results in all Language areas evident. The school strongly believes that Reading is the key to successful learning, so we operate a number of specific Reading initiatives such as Little Learners Love Literacy, Wushka, Sound Waves and associated support programs while successfully incorporating language skills into all our programs.

The school has an extremely rich digital technology environment with all our children having access to an array of desktop computers, laptops, i-pads, robotics programs, video production equipment and associated hardware so all our children are heavily involved in learning how to use technology to improve their educational skills. We view the equipment as being modern tools that our children use to enhance their engagement, skills and knowledge.

In 2021 we continued to supply an Apple laptop or Chromebook to every child from Grade 3-6 for their exclusive use while they are at our school. We also supply laptops, Chromebooks and i-pads across the rest of the school.

The school has developed a comprehensive Personal Development and social skills program that operates from Grade Foundation-6, concentrating on improving the knowledge and decision-making in personal growth, health and nutrition, environmental awareness and generally helping children learn how to make positive lifestyle choices. Unfortunately, our swimming and camping programs did not proceed in 2021.

In 2019 we appointed a Leading Teacher with Curriculum leadership responsibility, and also appointed a Learning Specialist (Numeracy). This expertise was particularly important given the challenges of both 2020 and 2021 regarding Remote Learning, lock-downs, parents requiring additional support, teachers requiring specific training in curriculum, available technology and delivery of lessons in a remote setting etc.

The school used the learnings of the initial Pandemic difficulties of 2020 to further improve our teaching methodologies and strategies, understanding the need to cater for a variety of styles of education in an ever-changing world.

Framework for Improving Student Outcomes (FISO)

The FISO aims became difficult to meet with the continuation of COVID, lock-downs, significant disruptions and the reintroductions of long periods of Remote Learning. While our goals (listed below) remained goals, the reality is that they were not fully achievable because programs were not able to run, Regional staff were limited in how much time they were able to attend school, and teachers were unable to run normal classes etc. We were, however, fortunate to be able to work with the NWVR Teaching Partners to further develop and document our strategy to achieve our

Workshop Model as our Instructional Model, and will further refine and roll-out the model in 2022.

- 1) Work collaboratively with Dept. Regional staff, to provide an outside view, expertise, support and guidance to the school teaching staff on our current teaching practices and pedagogy.
- 2) Undertake P.D. sessions and activities led by Regional staff to clarify, explain and elaborate on the state-wide curriculum.
- 3) Development of a whole-school, documented Literacy program and strategies based on school and NWVR staff input and discussion.

Achievement

As the data below indicates, despite the significant COVID issues, 2021 was another very successful year. The school has continued to excel in academic assessments, with our Teacher Judgement assessments being above similar schools in both English and Maths, and above state levels in English.

Our NAPLAN results were varied, however the key indicator of "growth" from Grade 3 in 2019 to Grade 5 in 2021 was excellent with "high gain" above similar schools in Reading, Numeracy and Spelling.

Our Parent Opinion Survey and Staff Opinion Survey continue to be in the top bracket in the state.

The Parent Opinion Survey had extremely positive results across all domains, including a 95% ranking for the key "Overall I am satisfied with the education my child receives from this school." statement and 100% positive result for "My child feels safe at school." statement. Much of the survey registered positive parent responses well into the 90% range. The average parent satisfaction positive endorsement was 88.9% for our school, over 7% points above the state average of 81.8%, which is an extremely pleasing result.

Our "School Climate" positive score was 88.7%, well above the state average of 75.8%

Similarly, our School Staff Survey of positive endorsement was 86.4% on average, well ahead of the state average of 79.8%. Teaching and support staff overwhelmingly endorsed the significant work done by all staff in a year with multiple challenges and obstacles.

We believe these data sets are evidence of the wonderful learning environment and quality of teaching that exists in our school. In particular, we believe that the extremely high Parent Opinion results accurately reflect the respect that our community has for our school and our staff, who appreciate that we always have the best interest of each child at the heart of everything we do, every day, at Fawkner P.S.

We believe that parents greatly respect that we work extremely hard on our core role of educating the children.

We believe that being a small school we are very good at getting to know each child, and being able to cater to every child's individual needs. Having staff of the highest calibre ensures a calm, friendly, child-centred learning environment that enables high-quality teaching and learning.

Engagement

Our Parent Opinion Survey and Staff Opinion Surveys continue to be in the top bracket in the state, and demonstrate that our community believes we have high levels of positive engagement with our children.

This was particularly so in 2021 with such a difficult year requiring a great deal of cooperation between school and home, as well as the great need to re-generate engagement due to the unique circumstances that we found ourselves in.

Our own data also indicates that the children in all grades greatly enjoy being at school. We believe these data sets are evidence of the wonderful learning environment and quality of teaching that exists in our school.

The extremely positive Parent Opinion Survey data demonstrates that parents believe their children are happy, feel safe and are highly engaged in a high-quality learning environment.

Our welfare team continued to work closely with families who required extra support in 2021, the second year of great disruption due to COVID-19..

Returning to Remote Learning through the year once again presented challenges for our families and teachers, as did parents uncertainty around how to support their children at home. These were on top of the other issues that families were experiencing in dealing with COVID.

As a result our absence data was slightly higher than the similar school's average, and higher than state averages but

this data is difficult to quantify due to the COVID/Remote Learning issues.

We continue to encourage attendance via whole-school attendance competitions, positive encouragement, class and individual awards, house points, involvement in exciting events, daily immersion in engaging curriculum etc.

Having a high population (over 90%) of Muslim students means higher absences during celebrations such as Ramadan and EID continue to impact on our attendance data, as does overseas travel (apart from 2020 and 2021), where families regularly travel to their home country during school terms. While this impacts the statistics we believe this does not accurately reflect the high levels of engagement that exist while the children are at school.

In 2022 we have joined the Mental Health in Primary Schools program with an emphasis on engagement, student voice and consistency of practice in dealing with student welfare issues. We believe involvement in this will further enhance our engagement across the school.

Wellbeing

As in 2020, ensuring the social, emotional and physical well-being of families, children and staff became the school's most important priorities once the reality that COVID issues would continue through 2021 became fully evident. The school took every possible step to ensure all stake-holders were coping with the pressures and stresses that were brought about by the continuation of COVID issues. School leadership spent considerable time ensuring all staff were coping with the many competing demands, and all staff made regular welfare checks on all families and children.

All children were extremely well supported in learning how to adapt to the changed teaching/learning methodologies that were put in place. School staff recognised that every family was different and one approach or strategy was not suitable for every child and family. Flexibility and understanding were extremely important in ensuring every child and family was supported and able to thrive in the way that suited them.

The "Remote and Flexible Learning" component of both the Parent Opinion Survey and the Staff Survey were extremely positive. The staff statements "school leaders care about staff health and safety" and "school provides a safe and supportive work environment" were both 100% positive

We believe that the students and their families appreciate the sense of well-being and pastoral care that exists in our relatively small school where the teachers and students all know each other and where we have a special emphasis on shared responsibility. We believe that being a small school we are very good at getting to know each child, and each family which greatly assists us in being able to cater for every child's individual needs. This was especially true in 2021. The Student Survey was also very positive, despite the many negatives that existed throughout the year.

Finance performance and position

Our school is in a strong financial position. Fawkner P.S. continues to use its resources prudently, investing heavily in the future of our students via low teacher to student ratios, and providing the highest quality resources available. We continue to fund our strong commitment to our digital technologies and associated infrastructure. We have wisely used our Equity funding ensuring that the money is put to maximum use to complement our existing programs, and ensuring human resources are utilised to best effect. We are also committed to providing quality training and growth opportunities for our staff in the belief that whatever is invested in our staff is returned in quality teaching for our students.

We believe our finances are in a solid position, having a healthy surplus at the end of 2021.

For more detailed information regarding our school please visit our website at
<http://fawknerps.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 264 students were enrolled at this school in 2021, 123 female and 141 male.

75 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).

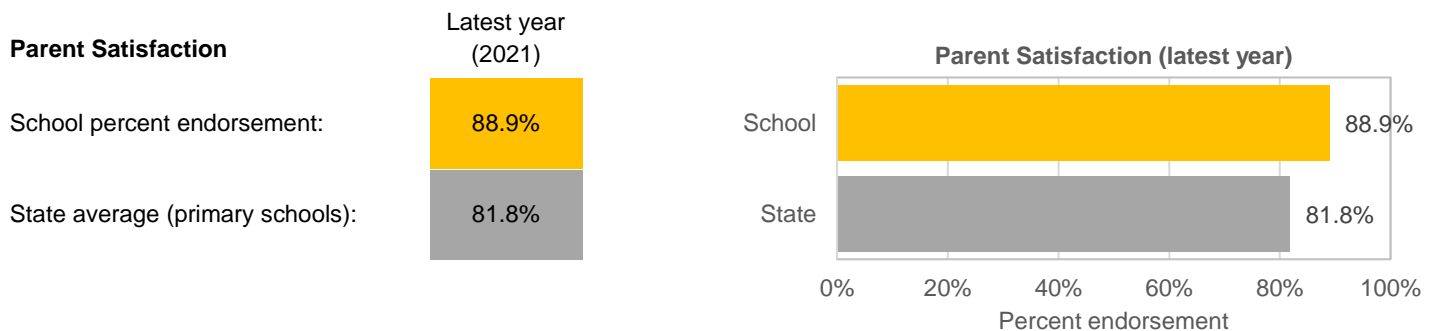
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

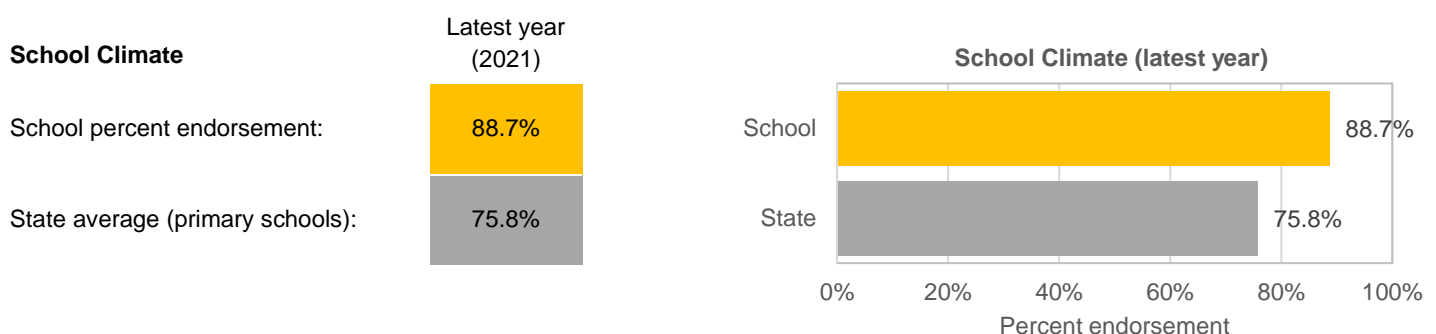


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

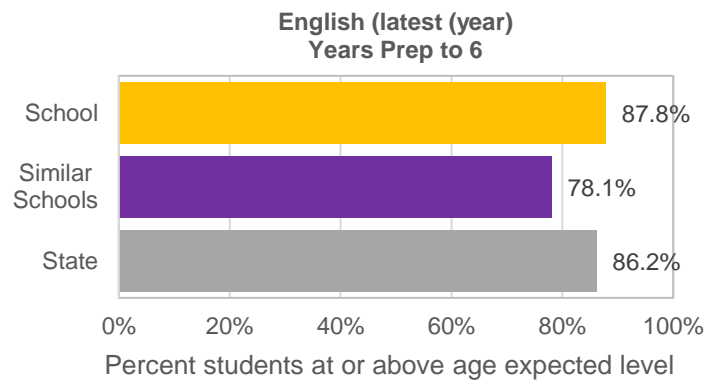
87.8%

Similar Schools average:

78.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

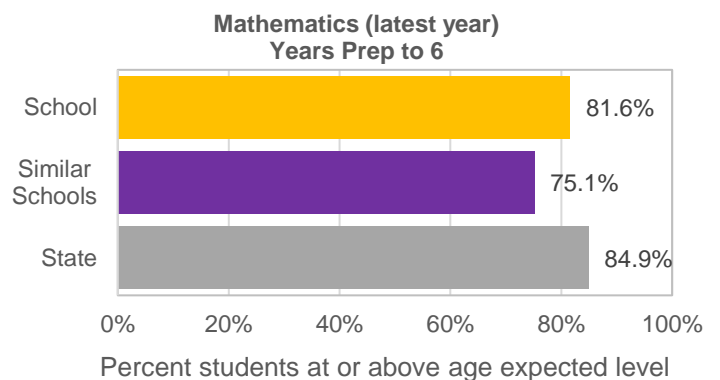
81.6%

Similar Schools average:

75.1%

State average:

84.9%



ACHIEVEMENT (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.

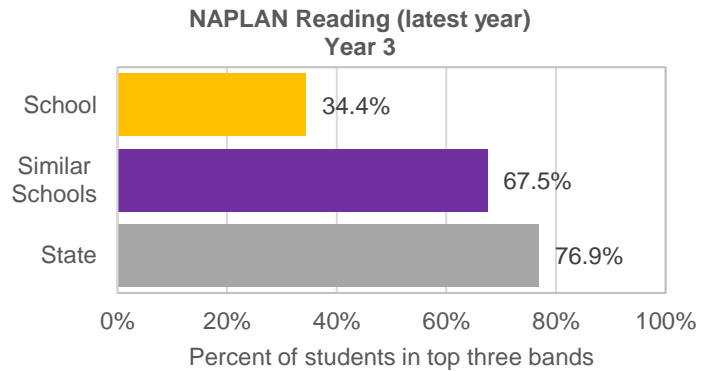
NAPLAN

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 2018, 2019 and 2021 data.

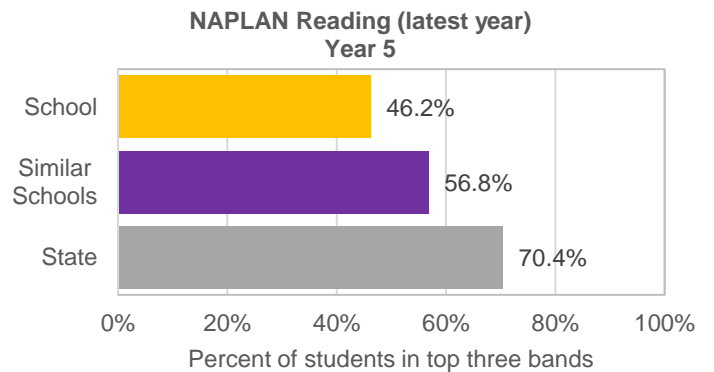
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	34.4%	46.3%
Similar Schools average:	67.5%	65.4%
State average:	76.9%	76.5%



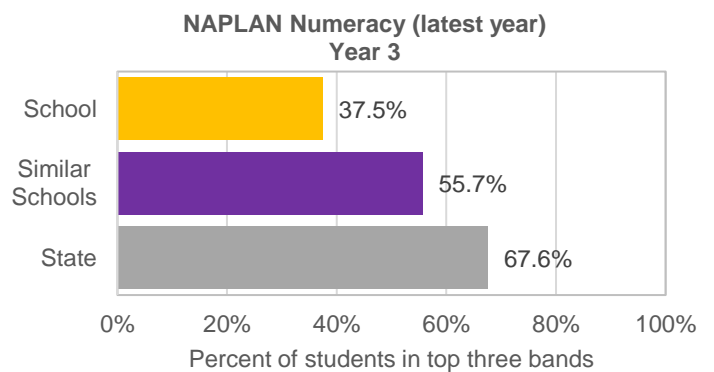
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.2%	48.6%
Similar Schools average:	56.8%	54.1%
State average:	70.4%	67.7%



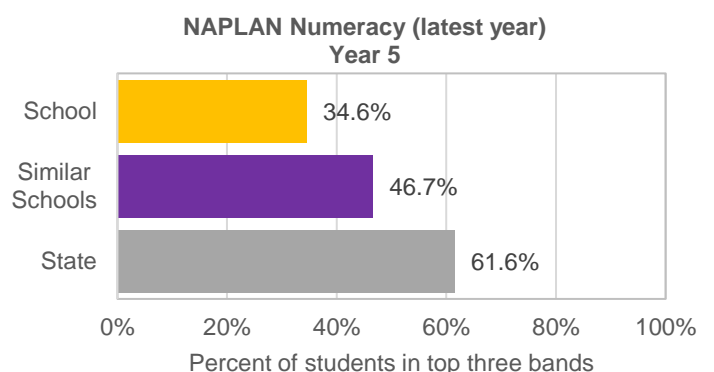
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.5%	41.1%
Similar Schools average:	55.7%	53.9%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	34.6%	37.7%
Similar Schools average:	46.7%	47.2%
State average:	61.6%	60.0%



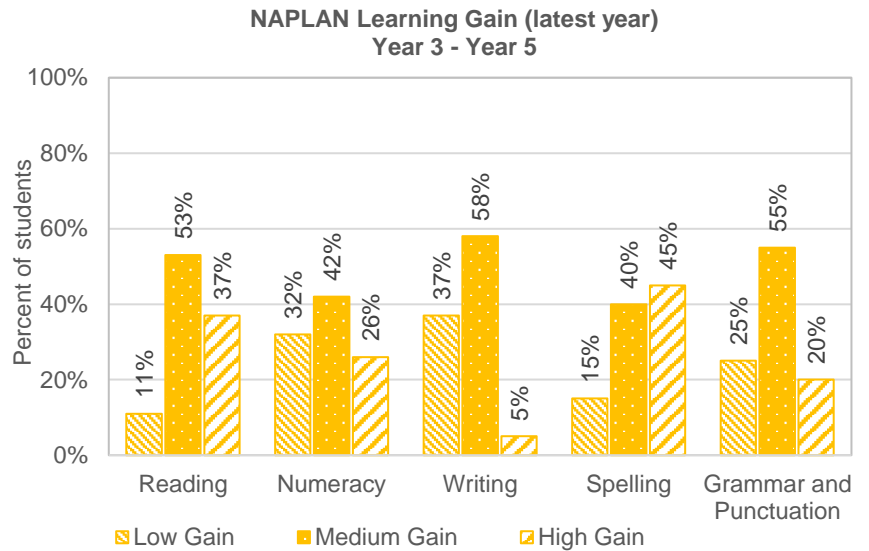
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	11%	53%	37%	20%
Numeracy:	32%	42%	26%	24%
Writing:	37%	58%	5%	23%
Spelling:	15%	40%	45%	30%
Grammar and Punctuation:	25%	55%	20%	26%



ENGAGEMENT

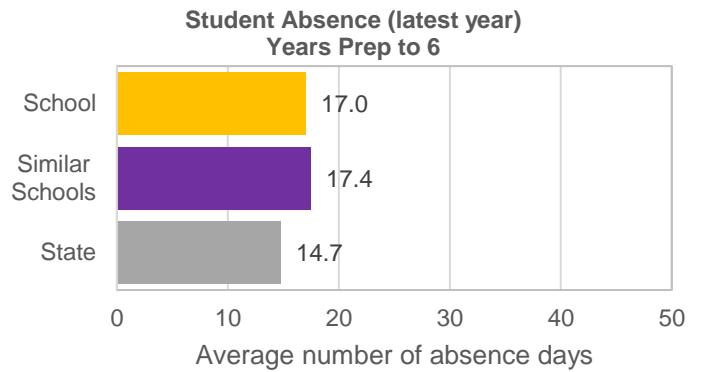
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	17.0	20.5
Similar Schools average:	17.4	17.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	92%	92%	92%	92%	92%	91%

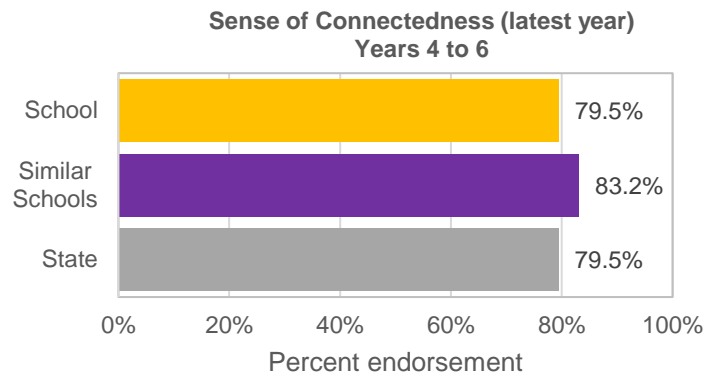
WELLBEING

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 (2021)	4-year average
School percent endorsement:	79.5%	80.4%
Similar Schools average:	83.2%	84.3%
State average:	79.5%	80.4%

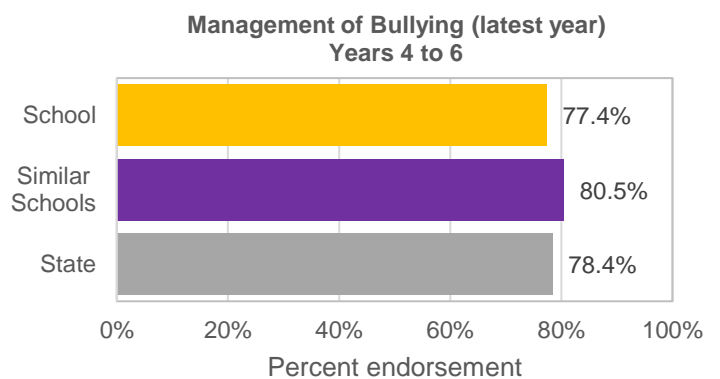


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	77.4%	76.9%
Similar Schools average:	80.5%	81.9%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$3,235,902
Government Provided DET Grants	\$389,066
Government Grants Commonwealth	\$11,500
Government Grants State	\$40,000
Revenue Other	\$18,978
Locally Raised Funds	\$78,546
Capital Grants	\$0
Total Operating Revenue	\$3,773,992

Equity ¹	Actual
Equity (Social Disadvantage)	\$156,571
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$156,571

Expenditure	Actual
Student Resource Package ²	\$2,975,133
Adjustments	\$0
Books & Publications	\$7,964
Camps/Excursions/Activities	\$8,771
Communication Costs	\$7,668
Consumables	\$64,544
Miscellaneous Expense ³	\$14,287
Professional Development	\$8,781
Equipment/Maintenance/Hire	\$147,746
Property Services	\$29,299
Salaries & Allowances ⁴	\$34,410
Support Services	\$74,691
Trading & Fundraising	\$42,099
Motor Vehicle Expenses	\$56
Travel & Subsistence	\$0
Utilities	\$21,423
Total Operating Expenditure	\$3,436,872
Net Operating Surplus/-Deficit	\$337,120
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$518,872
Official Account	\$9,043
Other Accounts	\$778
Total Funds Available	\$528,694

Financial Commitments	Actual
Operating Reserve	\$73,833
Other Recurrent Expenditure	\$1,907
Provision Accounts	\$3,310
Funds Received in Advance	\$21,464
School Based Programs	\$36,495
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$14,450
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$145,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$296,459

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.