

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 April 2024 at 04:04 PM by Roger Pell (Principal)

- This 2023 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 26 April 2024 at 09:23 AM by Amanda Bazzano (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 2023 we began the year with an enrolment of approximately 260 students, slightly down on our projection. The negative impacts of COVID on enrolment in Primary schools, particularly with high multi-cultural clientele, continued through 2023.

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

We are a highly-respected school within our community, which recognizes that the school places special emphasis on providing a 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 2023 being Phys. Ed, Digital Technology / STEM, Italian and The Arts. A key to our success is to develop positive relationships with all children and their families. As a small school we are able to get to know all our children, and we allow them to get to know us.

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. We also are involved in the Victorian High Achievers Program, where a number of our students take part in on-line extra-curricular studies working with other high-achieving students across Victoria.

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 2023 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. We also offer a swimming program in Term 4.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was another very successful year. The school has continued to excel in academic assessments, with our Teacher Judgement assessments being close to similar schools in both English and Maths.

Our NAPLAN results were varied, however caution should be taken when looking at NAPLAN results throughout 2020-2023 as a result of extreme educational disruption due to COVID. Despite that we had a number of students who achieved results in the top echelon of students in Victoria, in both Reading and Numeracy. Our "growth" results, measuring each students' growth from Grade 3 to Grade 5 NAPLAN was very positive.

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, with most areas being well above state averages including:

92% positive endorsement for "high expectations for success" compared to the state average of 86%

82% positive endorsement for "stimulating learning environment" compared to the state average of 78%

88% positive endorsement of "student development" compared to the state average of 80%

89% positive endorsement for "managing bullying" compared to the state average of 77%

These figures clearly demonstrate that our community has great faith in our staff to deliver a quality education to their children.

Similarly, our School Staff Survey of positive endorsement was well above the state average in virtually all areas. Teaching and support staff overwhelmingly endorsed the significant work done by all staff in all areas of the school.

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.

Wellbeing

As in previous years, ensuring the social, emotional and physical well-being of families, children and staff became the school's most important priority once the reality that some of the long-term COVID issues would continue through 2023 became fully evident, and the education sector invested more resources into preventative well-being in the Primary School area.

As above, the Parent Opinion Survey and Staff Survey reflect the emphasis on well-being that exists within our school.

The Grade 4-6 Student Survey was also very positive, with virtually all measures being above state averages including:

86% positive endorsement for "respect for diversity" compared to the state average of 78%

86% positive endorsement for "sense of connectedness" compared to the state average of 77%

86% positive endorsement for "motivation and interest" compared to the state average of 77%

85% positive endorsement for "managing bullying" compared to the state average of 75%

Our children are happy to attend school and are highly engaged. They enjoy positive relationships with the school staff and the other children in a safe, secure environment. Our parents strongly believe our school caters to the well-being needs of their children.

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 again evident in 2023. 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 2023. Our Student Surveys demonstrate that our children are eager to engage, and happy to attend and be immersed in their learning.

Our absence data is on par with similar schools, which is higher than state average, mainly due to large amounts of overseas holidays taken by our community who have family overseas.

Having a high population of Muslim students also means higher absences during celebrations such as Ramadan and EID, which continue to impact on our attendance data. 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.

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

In 2022 we 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 has further enhanced our engagement across the school.

In the Student survey, key engagement elements such as "effective classroom behaviour", "effective teaching time", "stimulated learning", "motivation and interest" "sense of confidence", "advocate at school" and "self-regulation and goal setting" were all above similar schools and state averages. This clearly demonstrates that our children enjoy being at school and are positively engaged in their education, and that our engagement targets have been met.

Other highlights from the school year

Our building works began in 2022 with our new office/administration building completed at the end of Term 1, 2023. Our new classroom building work commenced at the beginning of Term 2, 2023 and was completed ready for the start of the 2024 school year. During 2023 we also saw a new kindergarten facility built on the school site. All these building improvements ensure that our children are learning in modern, well-resourced spaces that further enhance the sense of belonging and positive participation that exist in our school.

Financial performance

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 2023.

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 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 255 students were enrolled at this school in 2023, 116 female and 139 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).

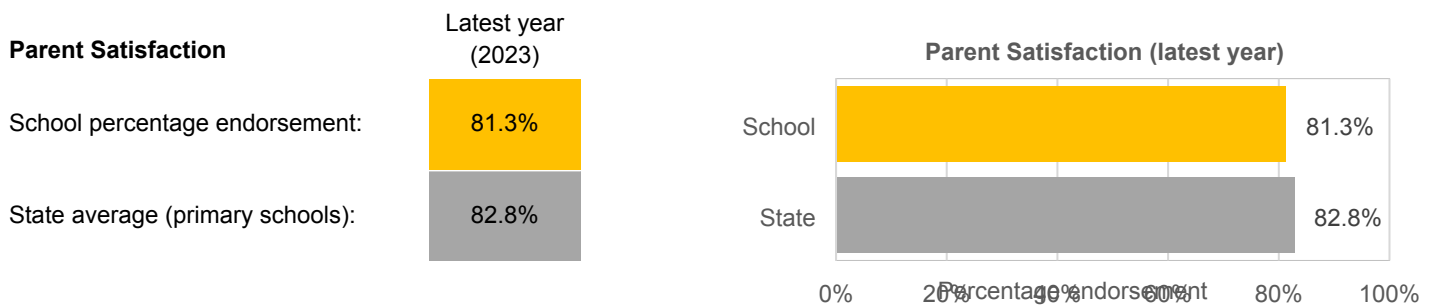
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

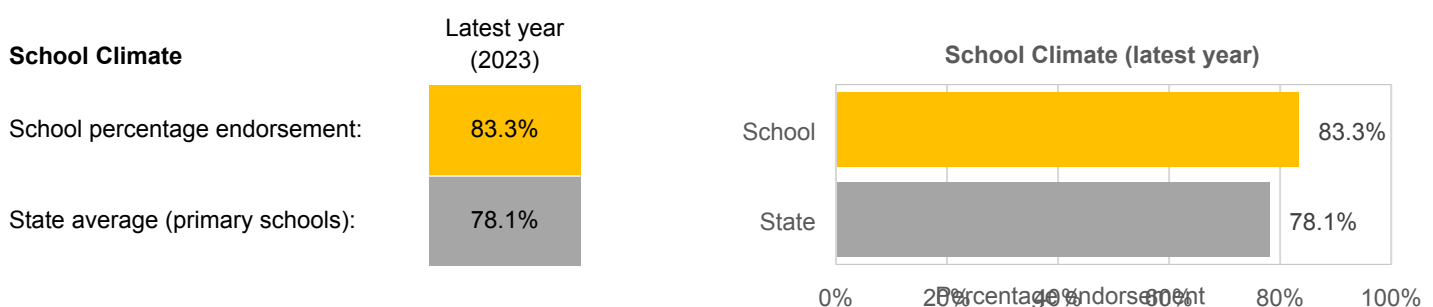


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

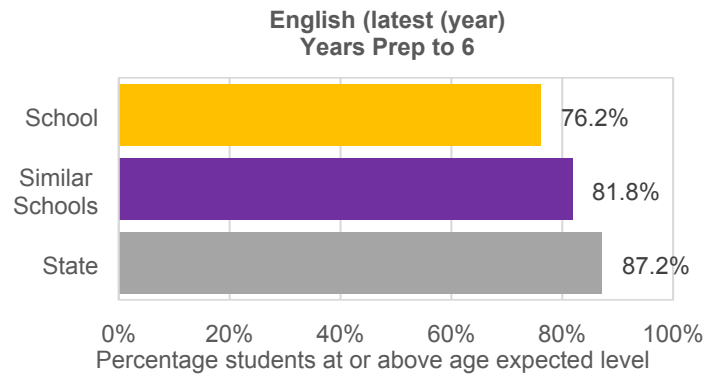
76.2%

Similar Schools average:

81.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

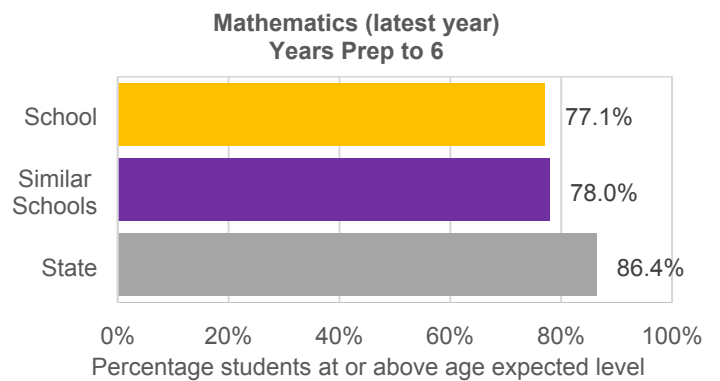
77.1%

Similar Schools average:

78.0%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

51.9%

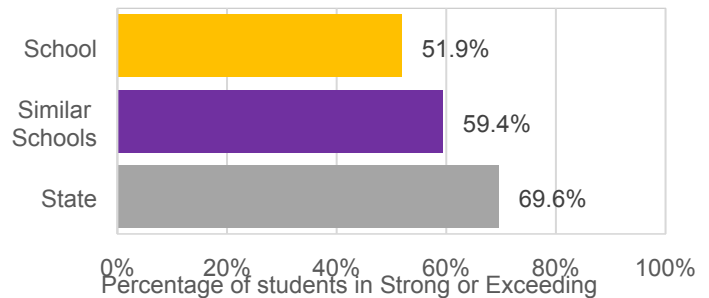
Similar Schools average:

59.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.5%

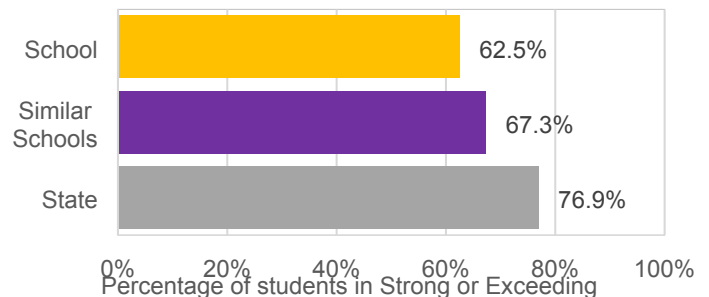
Similar Schools average:

67.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

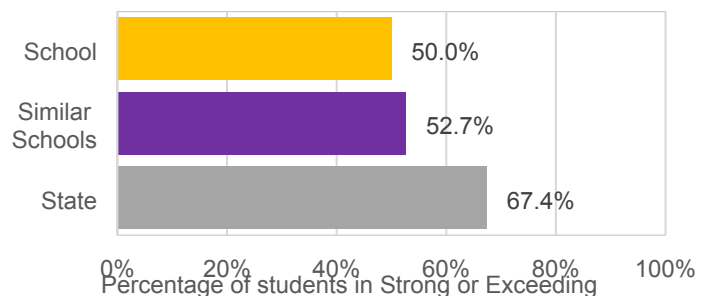
Similar Schools average:

52.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.3%

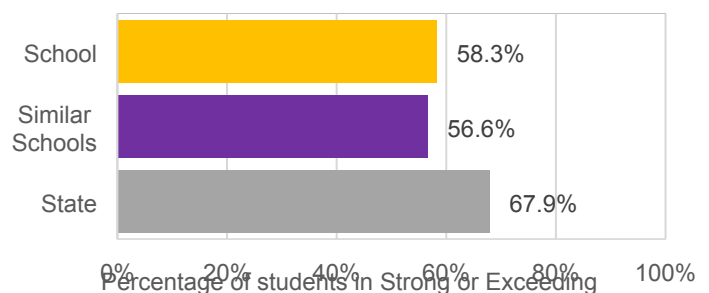
Similar Schools average:

56.6%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

51.1%

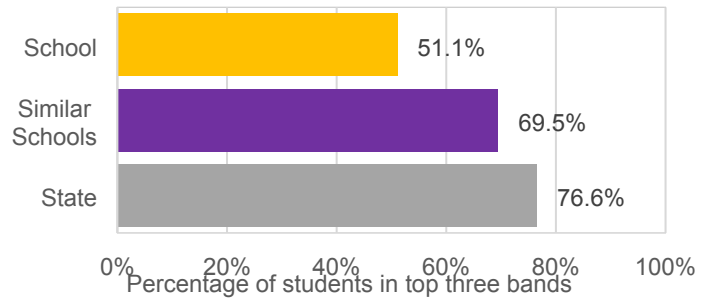
Similar Schools average:

69.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

48.6%

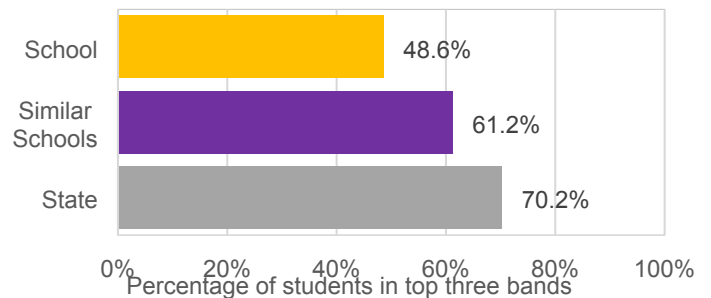
Similar Schools average:

61.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

40.4%

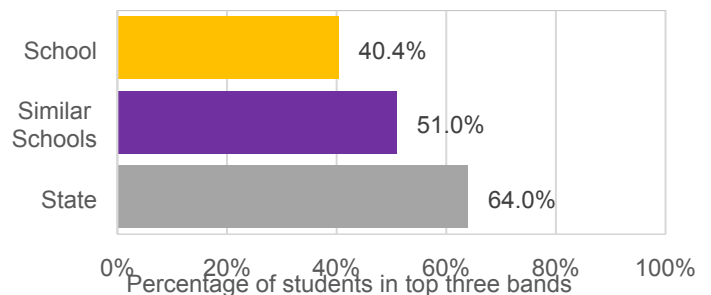
Similar Schools average:

51.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

45.7%

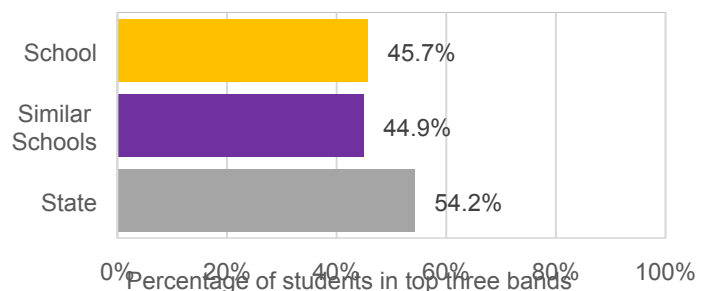
Similar Schools average:

44.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

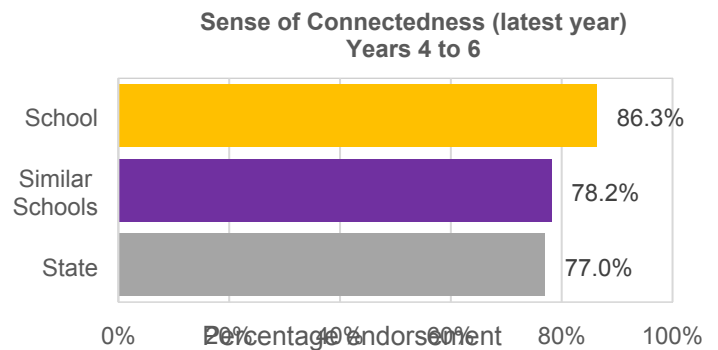
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	86.3%	83.3%
Similar Schools average:	78.2%	79.7%
State average:	77.0%	78.5%

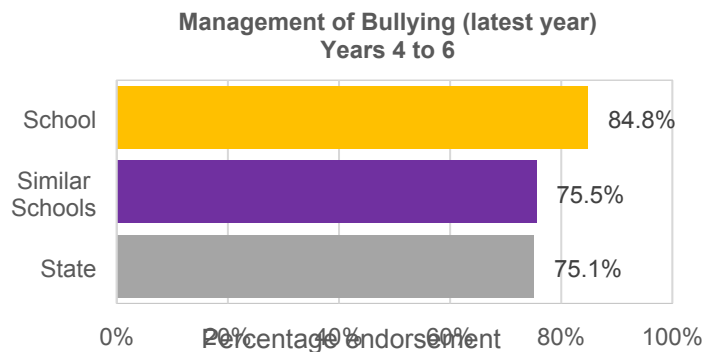


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	84.8%	80.8%
Similar Schools average:	75.5%	76.9%
State average:	75.1%	76.9%



ENGAGEMENT

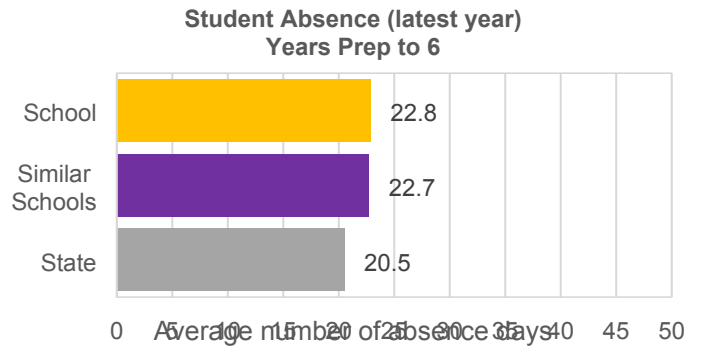
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	22.8	21.3
Similar Schools average:	22.7	21.2
State average:	20.5	18.1



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 (2023):	85%	88%	90%	90%	89%	91%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,388,784
Government Provided DET Grants	\$398,904
Government Grants Commonwealth	\$11,642
Government Grants State	\$0
Revenue Other	\$24,683
Locally Raised Funds	\$155,685
Capital Grants	\$0
Total Operating Revenue	\$3,979,698

Equity ¹	Actual
Equity (Social Disadvantage)	\$177,157
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$177,157

Expenditure	Actual
Student Resource Package ²	\$3,042,233
Adjustments	\$0
Books & Publications	\$3,651
Camps/Excursions/Activities	\$38,210
Communication Costs	\$5,397
Consumables	\$33,602
Miscellaneous Expense ³	\$6,601
Professional Development	\$7,837
Equipment/Maintenance/Hire	\$106,394
Property Services	\$41,771
Salaries & Allowances ⁴	\$111,411
Support Services	\$185,773
Trading & Fundraising	\$87,443
Motor Vehicle Expenses	\$59
Travel & Subsistence	\$0
Utilities	\$27,907
Total Operating Expenditure	\$3,698,289
Net Operating Surplus/-Deficit	\$281,409
Asset Acquisitions	\$11,963

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$351,409
Official Account	\$17,890
Other Accounts	\$0
Total Funds Available	\$369,299

Financial Commitments	Actual
Operating Reserve	\$103,614
Other Recurrent Expenditure	\$1,633
Provision Accounts	\$3,310
Funds Received in Advance	\$20,795
School Based Programs	\$103,448
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$39,500
Capital - Buildings/Grounds < 12 months	\$73,500
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$49,750
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$415,550

All funds received from the Department of Education, 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.