

2022 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2023 at 02:01 PM by Roger Pell (Principal)

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

Attested on 03 April 2023 at 01:54 PM 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).

As NAPLAN tests were not conducted in 2020:

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Fawkner Primary School is a growing school, situated in the northern suburbs of Melbourne, 12 km. from the CBD. In 2022 we began the year in Primary schools, particularly with high multi-cultural clientele continued through 2022.

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 a variety of specialist classes, in 2022 being Phys. Ed, Digital Technology / STEM, Italian and The Arts. A key to our success is to develop positive relationships with our students and staff 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 evidenced by initiatives such as Little Learners Love Literacy, Wushka, Sound Waves and associated support programs while successfully incorporating language learning into the curriculum.

The school has an extremely rich digital technology environment with all our children having access to an array of desktop computers, laptops, tablets and mobile devices, 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 learning.

In 2022 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. This ensures that all children have access to technology for their learning.

The school has developed a comprehensive Personal Development and social skills program that operates from Grade Foundation-6, concentrating on social skills 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

As the data below indicates, 2022 was another very successful year. The school has continued to excel in academic assessments, with our NAPLAN results being well above state averages. Our NAPLAN results were varied, however the key indicator of "growth" from Grade 3 in 2020 to Grade 5 in 2022 was not able to be determined as a result of limited data and student participation due to COVID.

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 all areas being well above state averages including:

92% positive endorsement for "high expectations for success" compared to the state average of 84%

92% positive endorsement for both "stimulating learning environment" and "student motivation and support" compared to the state average of 78%

94% positive endorsement for the key "Overall I am satisfied with the education my child receives from this school." statement compared to the state average of 84%

96% positive endorsement for "managing bullying" compared to the state average of 78%

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 all areas. Teaching and support staff overwhelmingly endorse the school's learning environment and quality of teaching.

We believe these data sets are evidence of the wonderful learning environment and quality of teaching that exists in our school. In particular, we have a strong focus on student well-being 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. This is a key strength of our school and learning.

Wellbeing

As in 2021, ensuring the social, emotional and physical well-being of families, children and staff became the school's most important priority in 2022. We took every possible step to ensure all stake-holders were coping with the pressures and stresses that were brought about by the return to school post COVID, including addressing many competing demands, and all staff continued to make regular welfare checks on all families and children.

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

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

89% positive endorsement for "respect for diversity" compared to the state average of 79%

84% positive endorsement for "sense of connectedness" compared to the state average of 78%

85% positive endorsement for "not experiencing bullying" compared to the state average of 82%

Our children are happy to attend school and are highly engaged. They enjoy positive relationships with the school staff and the other children in their class.

Engagement

Our Parent Opinion Survey and Staff Opinion Surveys continue to be in the top bracket in the state, and demonstrate that our community believe in our school. This was particularly so in 2022 as we headed out of the difficult COVID years of 2020 and 2021, requiring a great deal of cooperation between ourselves and our community.

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 we have created. The extremely positive Parent Opinion Survey data demonstrates that parents believe their children are happy, feel safe and are highly engaged in their learning. Our welfare team continued to work closely with families who required extra support in 2022.

Our Student Surveys (Grades 4-6) demonstrate that our children have returned to school after the COVID interruptions ready to engage, and happy to be back.

As a result of continued instances of COVID, but also a very bad influenza season our absence data was slightly higher than the similar schools in the state. We continue to encourage attendance via whole-school attendance competitions, positive encouragement, class and individual awards, house competitions and incentives. Having a high population of Muslim students means higher absences during celebrations such as Ramadan and EID continue to impact on our attendance statistics during school terms. While this impacts the statistics we believe this does not accurately reflect the high levels of engagement that exist while at school. In 2022 we joined the Mental Health in Primary Schools program with an emphasis on engagement, student voice and consistency of practice.

Other highlights from the school year

Our building works began in 2022 with our new office/administration building due for completion at the end of Term 1, 2023. Our new classroom building is also under construction and will be completed in the second half of the year.

During 2022 we were successful in receiving funding to install a new kindergarten facility on the school site. This will take place in the second half of the year.

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 through our commitment to our digital technologies and associated infrastructure. We have wisely used our Equity funding ensuring that the money is put to good use. We are 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 and learning. We believe our finances are in a solid position, having a healthy surplus at the end of 2022.

For more detailed information regarding our school please

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 278 students were enrolled at this school in 2022, 129 female and 149 male.

74 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).

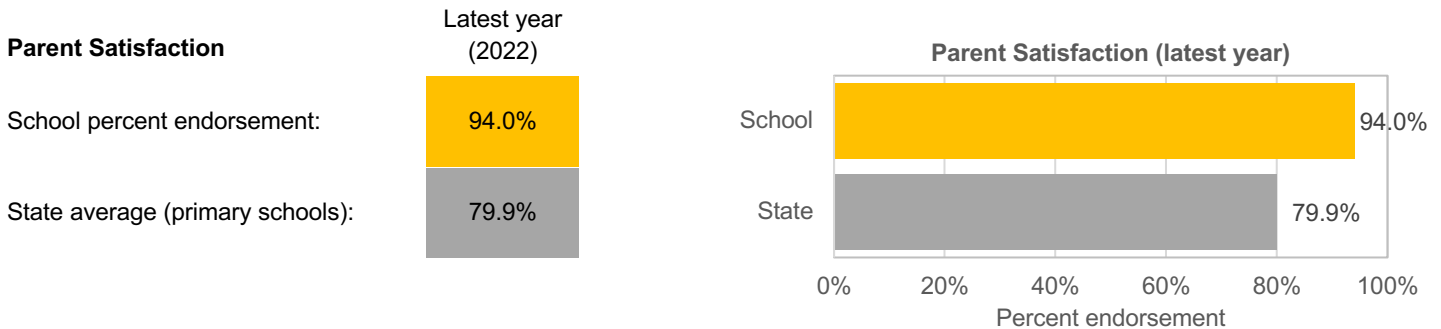
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

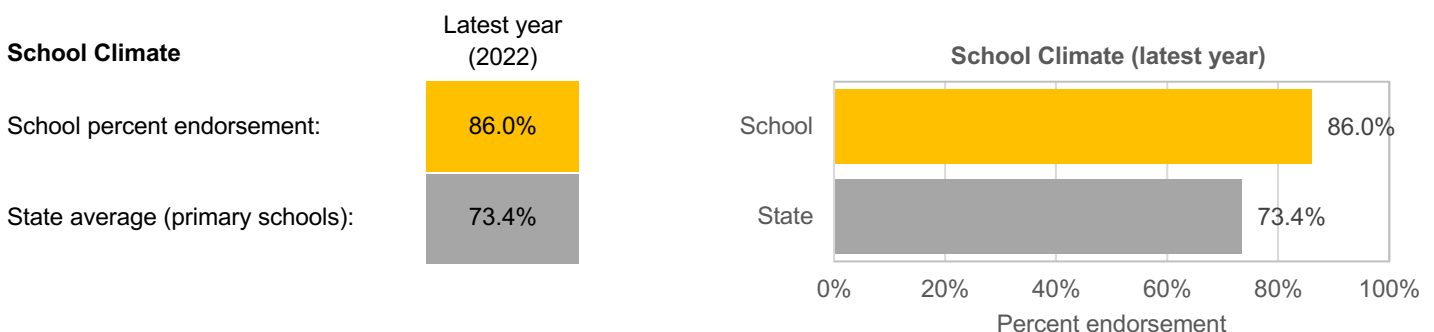


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

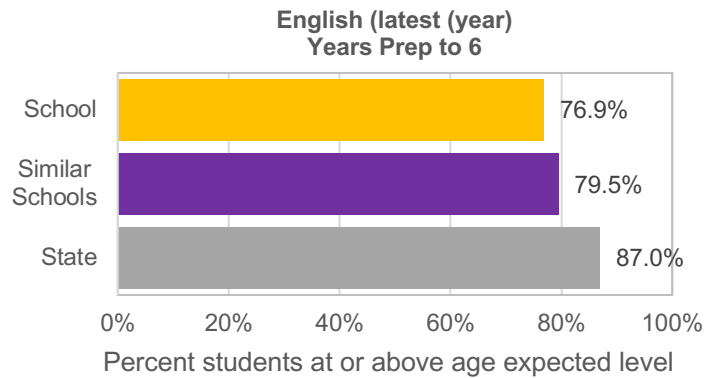
76.9%

Similar Schools average:

79.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

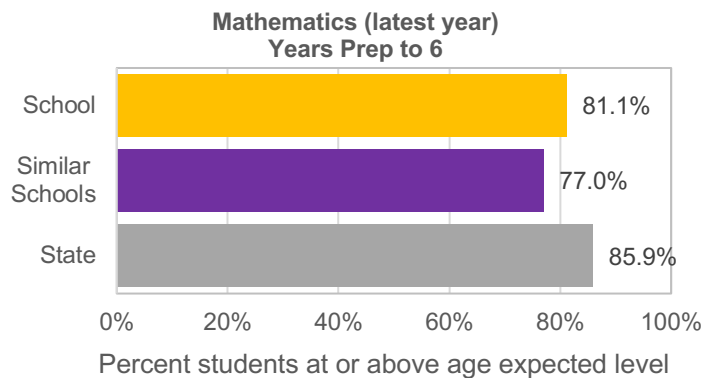
81.1%

Similar Schools average:

77.0%

State average:

85.9%



LEARNING (continued)

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

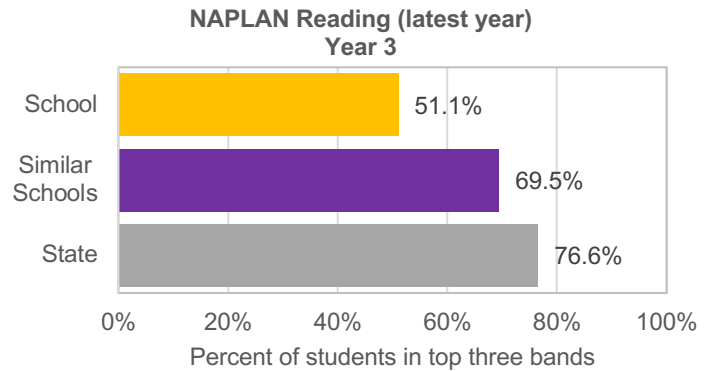
NAPLAN

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

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

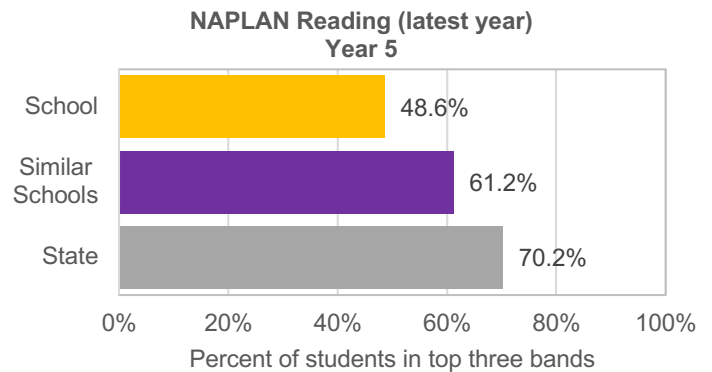
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.1%	50.5%
Similar Schools average:	69.5%	68.4%
State average:	76.6%	76.6%



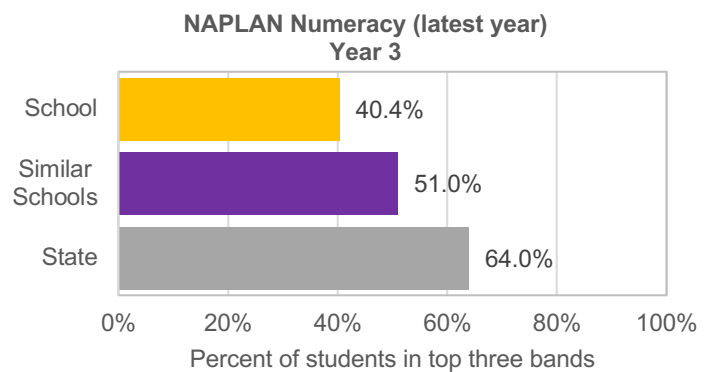
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.6%	50.6%
Similar Schools average:	61.2%	59.9%
State average:	70.2%	69.5%



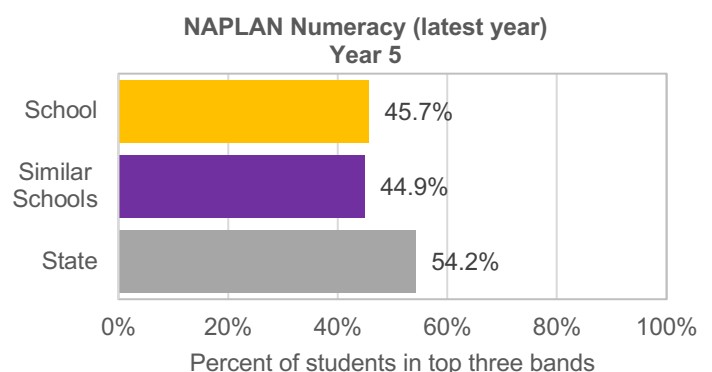
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.4%	43.2%
Similar Schools average:	51.0%	53.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.7%	42.0%
Similar Schools average:	44.9%	47.8%
State average:	54.2%	58.8%



WELLBEING

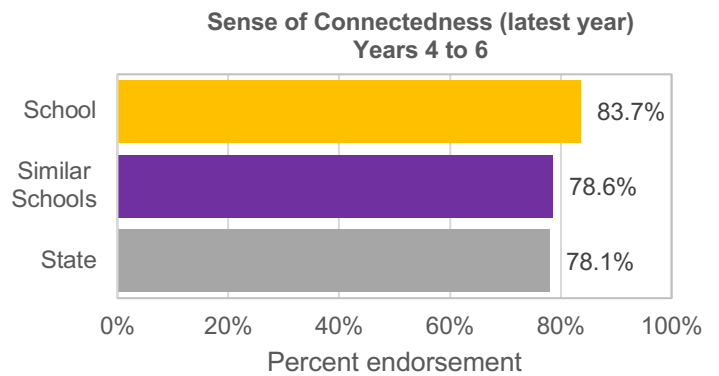
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	83.7%	81.7%
Similar Schools average:	78.6%	80.9%
State average:	78.1%	79.5%

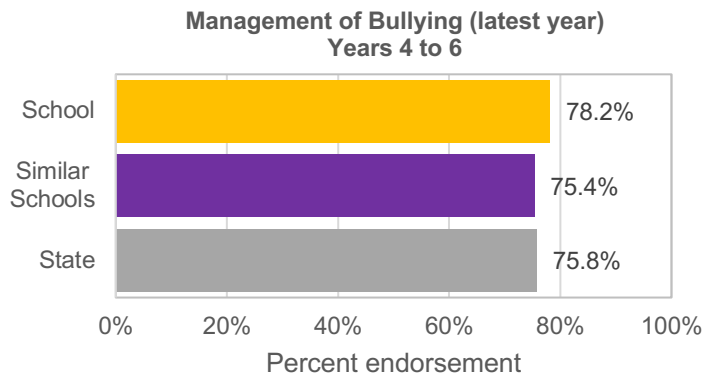


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	78.2%	77.6%
Similar Schools average:	75.4%	78.3%
State average:	75.8%	78.3%



ENGAGEMENT

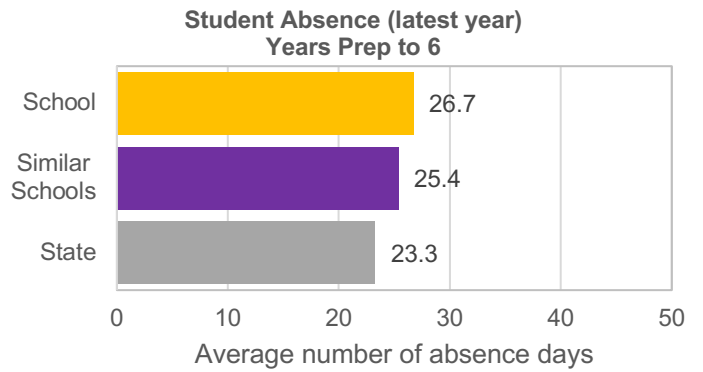
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.7	21.8
Similar Schools average:	25.4	20.0
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	85%	84%	87%	88%	88%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,432,494
Government Provided DET Grants	\$370,258
Government Grants Commonwealth	\$13,170
Government Grants State	\$0
Revenue Other	\$16,194
Locally Raised Funds	\$140,124
Capital Grants	\$0
Total Operating Revenue	\$3,972,240

Equity ¹	Actual
Equity (Social Disadvantage)	\$147,178
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$147,178

Expenditure	Actual
Student Resource Package ²	\$3,154,354
Adjustments	\$0
Books & Publications	\$8,150
Camps/Excursions/Activities	\$28,569
Communication Costs	\$7,852
Consumables	\$47,618
Miscellaneous Expense ³	\$185,216
Professional Development	\$11,270
Equipment/Maintenance/Hire	\$49,533
Property Services	\$33,032
Salaries & Allowances ⁴	\$63,802
Support Services	\$104,979
Trading & Fundraising	\$42,382
Motor Vehicle Expenses	\$57
Travel & Subsistence	\$0
Utilities	\$25,759
Total Operating Expenditure	\$3,762,574
Net Operating Surplus/-Deficit	\$209,666
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 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$419,376
Official Account	\$39,529
Other Accounts	\$0
Total Funds Available	\$458,905

Financial Commitments	Actual
Operating Reserve	\$97,333
Other Recurrent Expenditure	\$2,056
Provision Accounts	\$3,310
Funds Received in Advance	\$50,400
School Based Programs	\$87,096
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$80,994
Asset/Equipment Replacement > 12 months	\$24,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$345,189

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.