

2025 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 09 April 2026 at 02:57 PM by Carly-Marie Clark (Principal)

- As executive officer of the school council, I attest that this 2025 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 22 April 2026 at 12:51 PM by Carly-Marie Clark (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

In 2025, the school continued to operate with the values of Respect, Responsibility, Honesty, Kindness and Effort. The vision of our school incorporates the importance of the school values, *"We promote the school as a safe, fun learning environment where every child is valued and all children are challenged to achieve their best. Our values uphold everything we do at Fawkner Primary, and help to maintain our integrity for being the best school members we can be."*

The school operated 12 classes of between 18-24 students (2 x Foundation, 4 x Grade 1/2, 3 x Grade 3/4 and 3 x Grade 5/6), four specialist programs (The Arts, Languages- Italian, STEM, Phys Ed), and an intensive EAL program and Tutor Learning Initiative program. The student population fluctuated starting at approximately 250 students and finishing the year with 230 students, as a number of students were accepted mid-year to a local independent school.

Staffing was fairly consistent throughout the year, with an acting principal, assistant principal, leading teacher, Disability Inclusion leader, Mental Health and Wellbeing Leader, learning specialist, 18 teaching staff, 11 classroom-based education support staff, 2 admin staff and 1 business manager. A substantive principal was appointed at the end of the year to commence in Term 1 2026.

The most spoken languages at the school are English, Urdu and Arabic, reflecting the cultural diversity of the school. 68% of students have a Language Background Other Than English and families who have recently arrived from overseas are welcomed into the school community by staff, students and families alike. Students with additional needs are supported across the school, with in-class adjustments, access to allied health professionals and capacity building of staff.

Located on McBryde Street in Fawkner, the school is within walking distance of Charles Mutton Reserve (netball courts and football ovals) and the Merri Creek, and is easily accessed by public transport, with many families utilising the bus stop located at the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Foundation-Year Two team continued to develop their knowledge of implementing the Department of Education mandated Phonics Approach in the literacy block. Visits to other schools, support from the Hume Merri-Bek Area Education Improvement Leader (EIL) and coaching by the school's learning specialist were strategies to support this work in 2025. The English Action Team also commenced delivering professional learning to staff about the Big 6 of Reading, led by the leading teacher, which will continue in 2026.

Staff continued to build their understanding of the English as an Additional Language (EAL) curriculum, and in Semester Two, the school leadership team supported the identification of students eligible for and benefiting from accessing the EAL curriculum and being assessed against the EAL curriculum. This work was also supported by the employment of an EAL teacher for semester two, working intensively with students in an intervention style program.

The school staff also built their knowledge of the Professional Learning Community (PLC) Improvement Cycle approach, focusing on calm and smooth transitions into the classroom after break times. This collective effort helped establish expectations for students and staff to be implemented consistently across the school. This work will support staff to implement improvement cycles with their teaching and learning program in 2026.

Teacher Judgment of student achievement for English and Maths was above similar schools, with 89.2% and 82.1% respectively. NAPLAN results also showed an increase of the percentage of students in Year 3 demonstrating strong or exceeding proficiency levels (66.7%), also higher than similar schools. Whilst the percentage of students in Year 5 demonstrating strong or exceeding proficiency levels was lower than similar schools, it was pleasing to see that the percentage of students showing high or medium relative growth in Numeracy (Year 3-5) was higher than both similar schools and the state. This could be attributed to the focus on maths in 2024.

Wellbeing

The school commenced their participation in the Disability Inclusion (DI) funding model in 2025. Teachers and education support staff were supported to identify and implement reasonable adjustments for students. The DI Leader was responsible for overseeing the profiling of students across the school, liaising with teachers, allied health professionals and regional staff as part of the process.

The Attitude to Schools Survey showed a decrease in students' positive endorsement of both Sense of Connectedness and Managing Bullying in comparison to previous years. On deeper analysis, the Year 4 male cohort rated these areas less positively than other cohorts of students (Year 4 females, Year 5 and 6 males and females) which impacted the overall average.

In 2025 staff participated in workshops 3 and 4 of the Berry Street Education Model. Throughout the school, morning routines, ready to learn scales and plans, and consistent transition expectations into classrooms were evident, supporting students to recognise these calm, safe and predictable routines. The Mental Health Fund was utilised to fund the workshops, as well as funding the partnership with Canine Comprehension (which was accessed by the Foundation and Year 1/2 students). An Art Therapy student was mentored at the school during Terms 3 and 4, supporting students from Foundation to Year 6.

Lunch clubs were held by teachers volunteering their time throughout the week, which provided a variety of options for students to engage with during break times. Holstep Health also partnered with the school, providing workshops for students to develop their self-confidence and connection to others. Project Rockit also was engaged to run a workshop with the Year 3-6 students.

Engagement

Extended family holidays accounted for the high number of absences (32.9 days average) for many students in 2025. However, a number of students' absenteeism wasn't due to family holidays. These students and their families have been supported by the school's leadership team, to engage with appropriate supports to help reduce the impact of the attendance barriers.

Throughout the year, over 20 students were accepted into a local independent school, and as a result, enrolled there mid-year, departing Fawkner Primary School. This was not anticipated and as a result, saw a decrease of school enrolments at approximately 10% across the school (Foundation-Six), impacting on the indicative student numbers for the following year.

The Foundation-Year Six buddies program occurred in Terms 1-3, developing the leadership skills of the Year 6 students. The Year 6 student leaders also had the opportunity to attend the National Young Leaders Conference and participate in the Merri-Bek Children's Reference Group. Year 5 students had the opportunity to develop their leadership skills in Term 4, supporting the Kinder-Foundation transition program of Lorne St Kindergarten.

Holstep Health provided the school with the access to a free afterschool Lacrosse program for female students in Years 3-6 in Terms 3 and 4. The school continued their partnership with Food Bank and Eat Up, providing breakfast to students two mornings a week (Breakfast Club), providing sandwiches to students without lunch, and providing fresh fruit to students for brain food breaks.

Other highlights from the school year

Extra-Curricula Activities

Throughout the year, students continued to have opportunities from Foundation to Year Six to attend excursions to complement their integrated studies units. In Terms Two and Three, students in Years Three-Six were provided with opportunities to engage in sporting events, ranging from cross country and athletics, Hoop Time and Soccer Gala Days. In Term Four, the Year Five/Six students attended camp at Silverband Lodge- this was a successful camp and the first time away from home for more than half of the students attending. Also in Term Four, the annual swimming program was provided for students in Foundation to Year Six, with over 110 students choosing to participate.

School Involvement

The school's Community Hub space was completed in Term Three and was opened to the school community in Term Four. It is a space for families to develop connections with each other during the weekly Catch-Up clubs. A keen group of parents also coordinated their skills and time to resurrect the school's vegetable garden, with input from Year Three/Four students about what could be planted. The rarely used space behind the BER building has plans to be transformed into an outdoor learning space- a group of Year Five and Six students collaborated to design the space and with input from a landscaping company, settled on the final design. The school's annual Family Night was also a well-attended event in December, with students from each grade rehearsing and performing an item.

Community Involvement

The school was invited to be part of the Rotary Club's Peace Pole project- the pole stands proudly in the middle of the school, with the inscription 'May Peace Prevail on Earth' written in English, Urdu, Arabic and Woi-Wurrung languages. These languages were chosen to acknowledge the language of the traditional owners of the land the school is located on, and the three most spoken languages by students at the school. The unveiling of the pole was attended by representatives of the State government, Pascoe Vale Rotary Club and parents.

The school also joined forces with local government schools Moomba Park PS and John Fawkner College, forming the Fawkner Education Hub, with the aim of promoting government schools to the wider community, and strengthening the partnerships between the schools. This partnership will continue to operate in 2026, looking at ways to further enhance the transition processes between primary and secondary school, and capitalising on opportunities for students.

Financial performance

The school's financial position continues to be managed to meet the needs of the school- ensuring the appropriate amount of staffing to support the students. The school ended the year with an operating surplus. Solar panels were installed in 2025, with the intention of reducing the utility bill amounts in future years. Accumulated funds were used to fund the remodelling of the decommissioned student toilet blocks into a Community Hub and Teacher Resource Room. Equity funding was utilised to employ staff to have smaller grade numbers in the F-2 year levels, and EAL funding was used to provide intervention support for recently arrived students to Australia.

**For more detailed information regarding our school please visit our website at
<https://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 257 students were enrolled at this school in 2025, 122 female and 135 male. 66% had English as an additional language and NDP 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	81.0%	
	Similar schools	84.7%	
	State	82.0%	

School Staff Survey

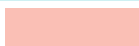
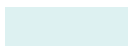
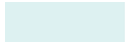
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	83.1%	
	Similar schools	75.3%	
	State	77.4%	

LEARNING

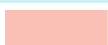
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	89.2%	
	Similar schools	81.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	82.1%	
	Similar schools	77.8%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

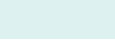
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	66.7%		54.9%
	Similar schools	61.2%		60.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	58.3%		59.6%
	Similar schools	65.2%		66.2%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	60.0%		49.4%
	Similar schools	53.2%		53.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	45.8%		50.6%
	Similar schools	58.0%		58.1%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	61.1%	
	Similar schools	74.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	78.9%	
	Similar schools	75.7%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	74.7%		82.3%
	Similar schools	79.2%		79.5%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	68.0%		79.4%
	Similar schools	80.0%		78.7%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	32.9	27.0
	Similar schools	23.9	23.6
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	82.5%	
Year 1	School	81.8%	
Year 2	School	81.7%	
Year 3	School	84.8%	
Year 4	School	86.3%	
Year 5	School	80.0%	
Year 6	School	85.6%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$3,377,870
Government Provided DET Grants	\$743,608
Government Grants Commonwealth	\$6,121
Government Grants State	\$0
Revenue Other	\$17,248
Locally Raised Funds	\$89,294
Capital Grants	\$0
Total Operating Revenue	\$4,234,141

Equity	Actual
Equity (Social Disadvantage)	\$134,870
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$134,870

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$3,394,217
Adjustments	\$0
Books & Publications	\$5,414
Camps/Excursions/Activities	\$72,565
Communication Costs	\$3,429
Consumables	\$48,305
Miscellaneous Expenses ²	\$6,952
Agency Staff	\$91,489
Professional Development	\$19,274
Equipment/Maintenance/Hire	\$28,861
Property Services	\$236,744
Salaries & Allowances ³	\$105,387
Support Services	\$44,912

Expenditure	Actual
Trading & Fundraising	\$56,464
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$0
Utilities	\$35,361
Total Operating Expenditure	\$4,149,436
Net Operating Surplus/-Deficit	\$84,705
Asset Acquisitions	(\$0)

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$286,254
Official Account	\$25,902
Other Accounts	\$0
Total Funds Available	\$312,156

Financial Commitments	Actual
Operating Reserve	\$125,870
Other Recurrent Expenditure	\$4,414
Provision Accounts	\$3,310
Funds Received in Advance	\$45,885
School Based Programs	\$0
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	\$17,000
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$25,450
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$261,929

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.