

# 2023 Annual Report to the School Community

School Name: Fairhills Primary School (4906)



- 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 25 March 2024 at 03:21 PM by Tanya Burton (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 30 April 2024 at 05:20 PM by Bev Shaw (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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## 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

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## School context

Fairhills Primary School is located in the outer eastern suburbs of Melbourne at the foot of the beautiful Dandenong Ranges. With an enrolment of 125 students, it is a small school with a caring, inclusive community. Guided by our vision “We are here to Learn, Grow and Achieve together” staff are committed to teaching skills that will guide our students to be active citizens, who contribute positively to society and pursue their dreams. Our STARR Values of Safety, Teamwork, Achievement, Responsibility and Respect underpin everything we do and create a school culture where every student is supported to be the best version of themselves, with a growth mindset and a desire to learn. The school’s SFO Index is 0.3923, 4% of students listed English as an Additional Language and 2% of students are Aboriginal or Torres Strait Islander. The school has a Principal, equivalent of 1 business manager, 6 classroom teachers, 2 specialist teachers, 4.5 Education Support Staff, a part time speech therapist, part time chaplain and a gardener one day each week. The school buildings are bright, modern and welcoming with all four learning pods opening onto a communal area that functions as a library, ICT hub and breakout space for classrooms. As a smaller school, we know and celebrate every student, understanding that our community is enriched by the differences each individual brings.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

The 2023 academic year saw staff supported to reflect and refine their craft with the Differentiated Support for School Improvement Team (D.S.S.I.). The focus for the year, drawn from the Strategic Plan and Annual Implementation Plan, was on writing and the implementation of a student facing, whole school, Instructional Model. As the year progressed, the Instructional Model was understood and imbedded in all classrooms and all lessons. During Semester Two, planning documents were reviewed and developed to support the Instructional Model. The use of Learning Intentions and Success Criteria were also a focus. Planning days were spent mapping out the term’s learning by identifying the Learning Intention and Success Criteria for each topic in each week. The 6+1 Writing framework was implemented across the school and staff used this model to assist students to brainstorm and map their writing effectively. To this end, all staff, including the Principal worked alongside the Senior Education Improvement Leader (SEIL) and the members of the DSSI team throughout the year to reflect and improve student outcomes.

### Wellbeing

Wellbeing during the year saw the successful application process for the Chaplain for another four-year term. Throughout 2023, the Chaplain worked with many students individually, using a triage list to prioritise the high demand. During Semester Two, an external company ran a program “Girlosophy” for the Grade 5/6 girls, where they workshopped issues such as identity, social media, body image and friendship. This was a very successful program that concluded with a graduation evening. Through the Boutique School’s Network (B.S.N.) the school now employs a speech therapist one day each week. She works with staff to support students in the classroom and assists students individually. She also assists with the Disability Inclusion Program application process. Student Support Services were called to assist with diagnostic and remedial intervention as required. Through an external company “Because You Kan” we are able to offer before and after school and vacation care programs for all students. Fairhills Primary School delivered health and wellbeing supports through the school newsletter, fortnightly assemblies, parent teacher meetings twice in the year and Student Support Group meetings each term. All important and additional support and information remained accessible through the school management system COMPASS. In the 2023 Attitudes to School Survey data, the percentage of positive responses was 68%, which is an increase of 2% from 2022 data. The school’s overall wellbeing was challenged in 2023 with a change of leadership mid-year. This was compounded by the insecurity around the principal role throughout the second half of the year. This had an impact on the whole school community.

### Engagement

Student attendance for 2023 was at 88.4%, with 21% of students having 30+ days absent, which was not vastly different to the 2022 data. For students with significant absences, the school engaged with department staff, as well as outreach programs such as Uniting Navigator Program, to re-engage students and support families. The STARR values and Respectful Relationships are used

in all areas of the school and make up a significant part of the school culture. Students also use the “Is your lid level?” strategy to improve self-regulation. The STARRT-Up program was the focus for all students in all classes for the first two weeks of the school year and built understanding and a sense of belonging to their school community. The school had an active Junior School Council which held a number of events throughout the year, some of which had a focus on fundraising and others, such as a Footy Colours Day, had a focus on building community. The Student Leaders program, the House System and “Buddy Program” also laid strong foundations for all students. The Fairhills Primary School Parents and Friends Association continued to be an effective body of people who worked together to further consolidate the FISO - Community Learning: Building Partnerships. They achieved some significant outcomes through their diligent fundraising efforts.

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## Other highlights from the school year

The 2023 school year was the first year since the pandemic where school communities could begin the return to pre-pandemic events, camps and excursions without the worry of restrictions interrupting these events. In February the Grade 5/6 students went on a city camp where they spent three days exploring Melbourne C.B.D. They went to Eureka Tower, the Chinese Museum and toured the M.C.G. In July, the Grade 3/4 students spent three days at Arrabri camp in Warburton where they used the giant swing, low ropes course and mini golf. They also panned for gold. Term 4 saw the Grade 1/2 sleepover, which was another very successful event. Throughout the year there were numerous excursions and incursions that allowed students to experience education beyond the classroom. There was a Mother’s Day and Father’s Day breakfast, which brought the community together and celebrated the important people in the children’s lives. The school participated in district Athletics, where a small number of children advance through to the regional level. The end of the year concluded with a Christmas Carol Concert that was attended by a large number of parents.

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## Financial performance

The school’s financial position was positive, with a surplus being achieved by the end of the year. The school received two major grants throughout the year. The first being a significant funding allocation to upgrade the underground pipes behind each of the student toilet blocks, work that will save the school significant money moving forward. The second being the Minor Works Grant that saw a new covered basketball court build at the front of the school. The school was able to secure funding through the D.I.P. process for one student and in the second half of the year, used the equity funding, to employ a D.I.P. expert to assist the school in future applications. The financial resourcing of the other operational needs of the school remains consistent with Department of Education policies and processes, School Council approvals and the intent and purposes for which the fundraising was provided or raised.

**For more detailed information regarding our school please visit our website at**  
<https://fairhillsp.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 151 students were enrolled at this school in 2023, 77 female and 73 male.

9 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).

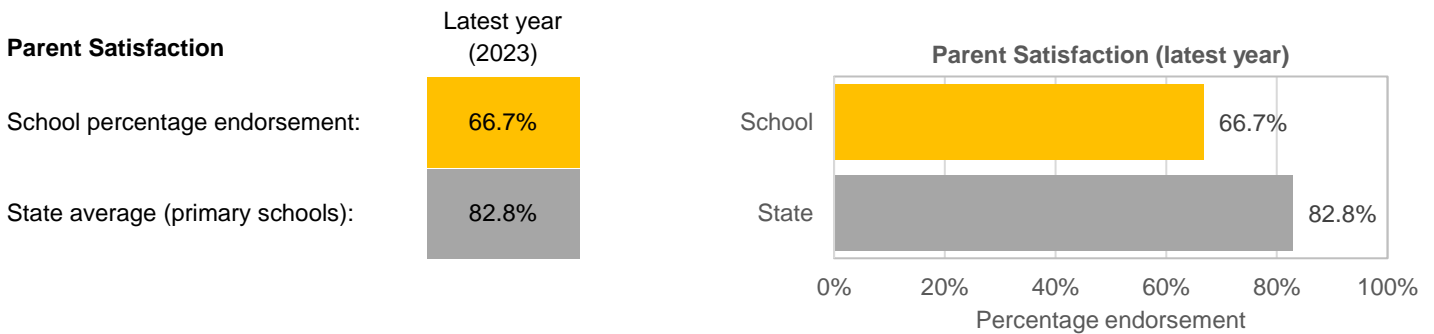
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

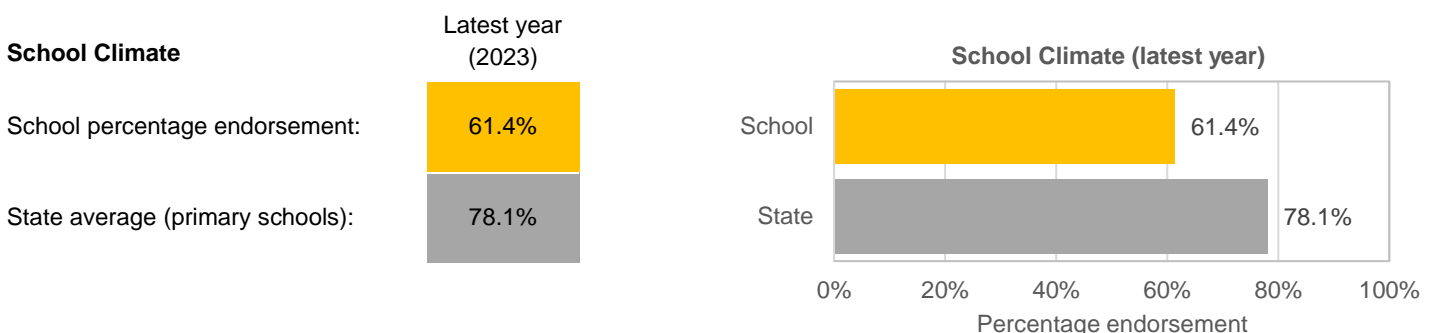


### School Staff Survey

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:

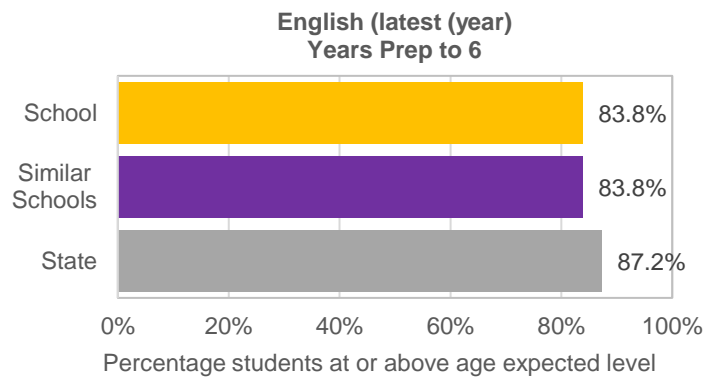
83.8%

Similar Schools average:

83.8%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

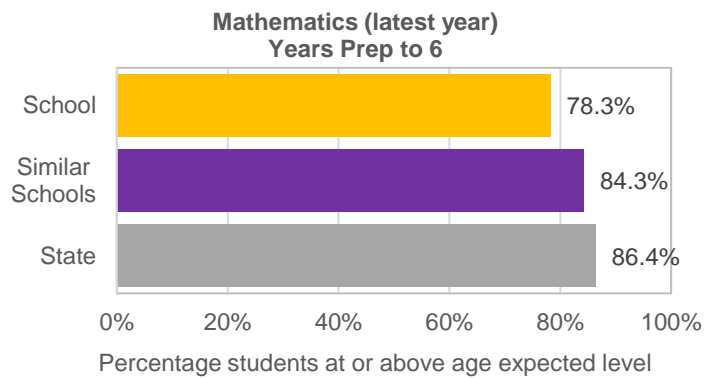
78.3%

Similar Schools average:

84.3%

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:

72.2%

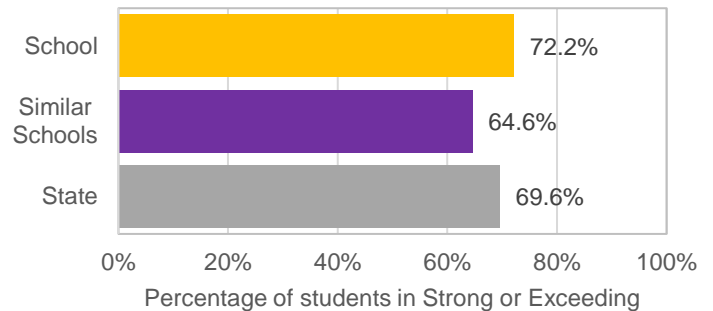
Similar Schools average:

64.6%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.4%

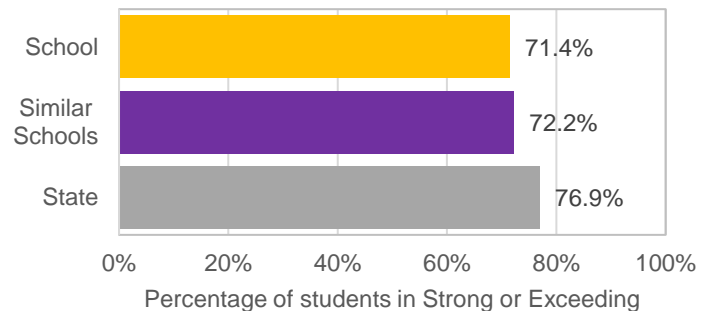
Similar Schools average:

72.2%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.8%

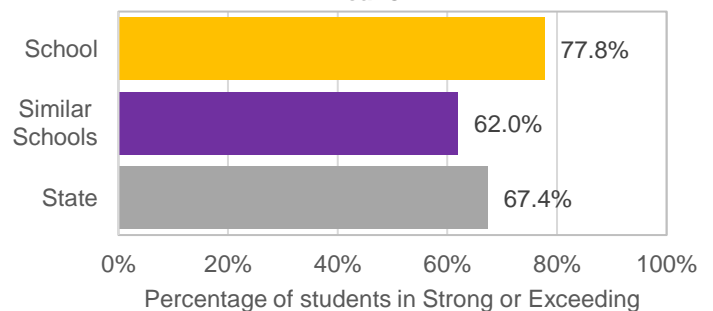
Similar Schools average:

62.0%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

42.9%

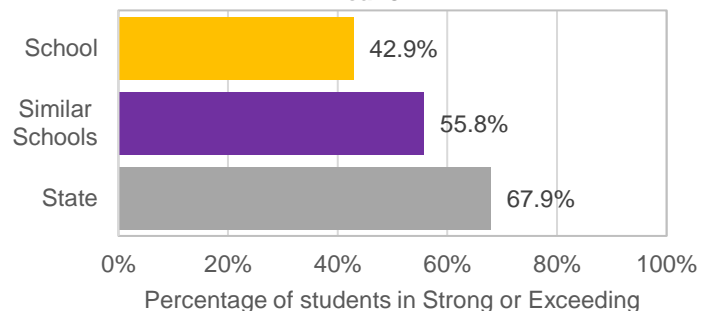
Similar Schools average:

55.8%

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:

66.7%

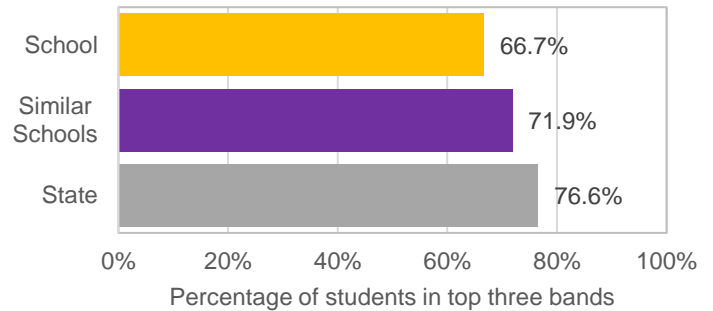
Similar Schools average:

71.9%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

57.1%

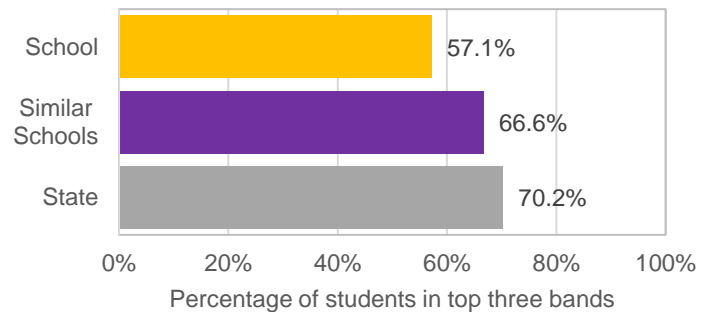
Similar Schools average:

66.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

81.0%

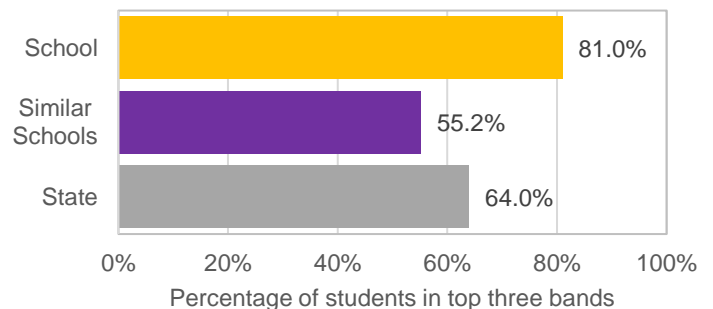
Similar Schools average:

55.2%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

57.1%

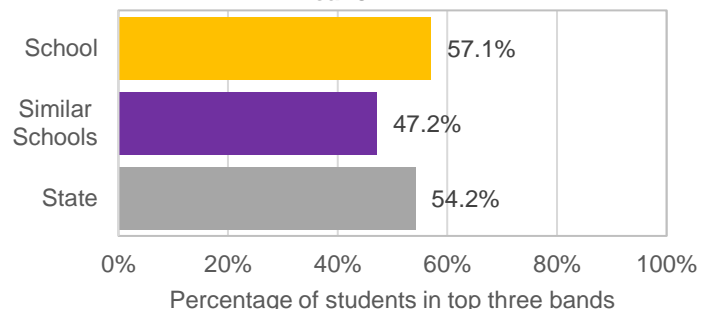
Similar Schools average:

47.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

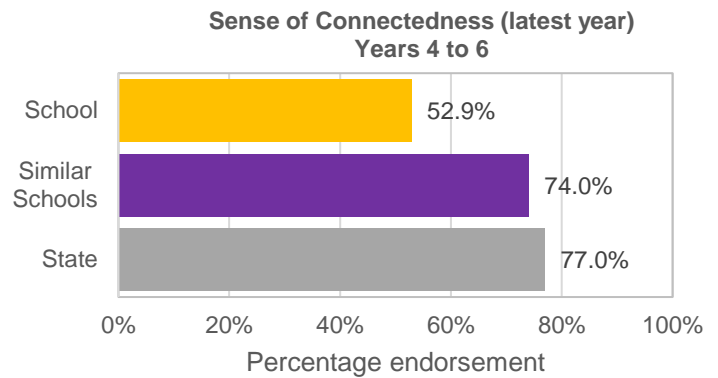
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	52.9%	61.6%
Similar Schools average:	74.0%	76.3%
State average:	77.0%	78.5%

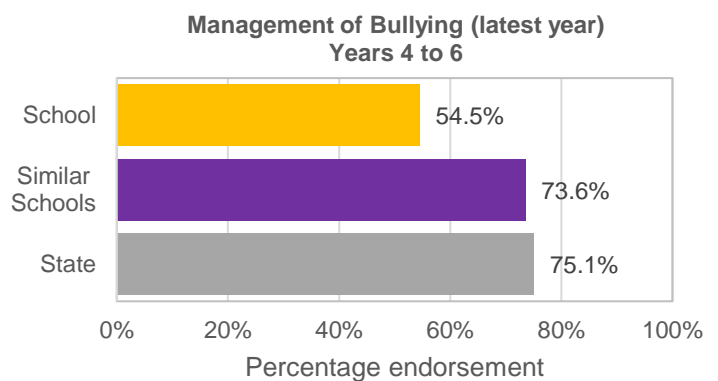


### Student Attitudes to School – Management of Bullying

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:	54.5%	66.1%
Similar Schools average:	73.6%	75.7%
State average:	75.1%	76.9%



## ENGAGEMENT

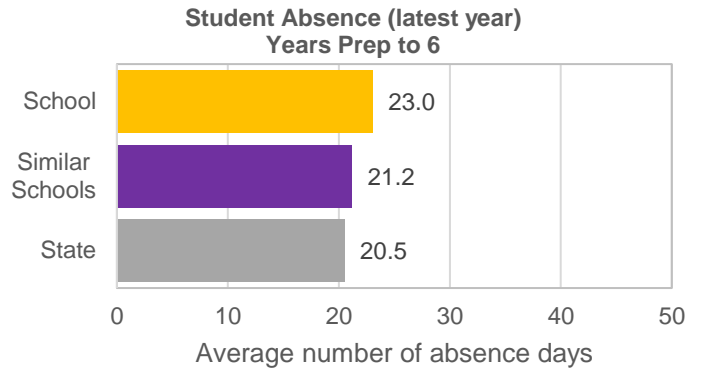
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	23.0	19.1
Similar Schools average:	21.2	19.6
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):	93%	91%	91%	88%	87%	90%	75%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,666,121
Government Provided DET Grants	\$326,443
Government Grants Commonwealth	\$7,300
Government Grants State	\$0
Revenue Other	\$14,595
Locally Raised Funds	\$107,708
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,122,167</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$85,045
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$85,045</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,566,643
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$45,545
Communication Costs	\$2,741
Consumables	\$36,951
Miscellaneous Expense <sup>3</sup>	\$19,700
Professional Development	\$3,861
Equipment/Maintenance/Hire	\$43,258
Property Services	\$168,263
Salaries & Allowances <sup>4</sup>	\$123,099
Support Services	\$40,138
Trading & Fundraising	\$8,395
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,070
<b>Total Operating Expenditure</b>	<b>\$2,087,665</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$34,502</b>
<b>Asset Acquisitions</b>	<b>\$13,002</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$125,045
Official Account	\$27,416
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$152,461</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$62,734
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$8,803
School Based Programs	\$31,800
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$28,425
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$2,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$18,700
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$152,462</b>

*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.*