

# 2025 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 26 March 2026 at 05:32 PM by Tanya Burton (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 26 March 2026 at 05:33 PM by Tanya Burton (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

Fairhills Primary School is in the outer eastern suburbs of Melbourne at the foot of the beautiful Dandenong Ranges. With an enrolment of 105 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. The school’s SFO Index is 0.3775 which is in the band value of Medium with 5% of students listed English as an Additional Language, 2% of students are Aboriginal or Torres Strait Islander. The school has a Principal, equivalent of 1 business manager, 5 classroom teachers, equivalent of 0.8 specialist teacher, 4.5 education support staff, a part time speech therapist, part time chaplain and a maintenance person one day each week. The school also has a Mental Health and Wellbeing staff member 2.5 days each week. In 2025, the school used the Flexible Leadership funding to allocate a Literacy Learning Specialist and a Numeracy Learning Specialist, who were out of the classroom one day a fortnight to complete the work needed to develop and grow teaching and learning in these areas.

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.

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

#### Learning

Our school places a strong emphasis on developing confident, capable learners through a clear focus on literacy and numeracy. The implementation of a student-facing Instructional Model ensures consistency and quality in teaching practice across the school. Through explicit instruction, targeted intervention and enrichment opportunities, students are empowered to take ownership of their learning and build the skills necessary for life-long success.

The school has implemented an explicitly taught, structured phonics program that runs across the whole school where students begin by learning 70 phonograms and 33 spelling rules, enabling them to engage with and create work that demonstrates a deep understanding of the English language.

Numeracy is focused on improving the way problem-solving skills were taught, equipping staff with enhanced strategies to develop students' mathematical thinking. The Learning Specialist began developing a whole school scope a sequence that documents the curriculum specifically to the school's needs.

Our efforts in literacy and numeracy instruction led to measurable improvements in student achievement. Over a two-year period (2023–2025) our NAPLAN data showed growth, with Year 3 to year 5 Reading increasing by 9% and Writing improving by 14%.

These achievements reflect our ongoing commitment to high-quality teaching and learning at Fairhills Primary School.

## Wellbeing

The 2025 years saw the implementation of School Wide Positive Behaviour (SWPB) and this has led to significant changes across the school. The success of this initiative was highlighted by the allocation of Blue Accreditation to the school within 12 months of implementation. The program has strengthened and reshaped communication in the school as well as creating whole school consistency, expectations and practices. Improvements in the Attitudes to School Survey data has resulted in the school moving from *Developing* to *High* in the Wellbeing domain. This has also resulted in the overall performance of the school moving from *Developing* to *Improving* across 2024 – 2025.

The school's Speech Therapist continued to work in the school one day each week, working closely with staff to support students in the classroom and providing individual assistance. She also played a crucial role in the Disability Inclusion Program application process. She assisted families to access external Allied Health and feedback provided by families is that she provides support in areas beyond the classroom and this an asset to our school.

Student Support Services continued to provide support and interventions on a regular basis and worked closely with the Principal, Speech Therapist and Mental Health and Wellbeing Staff. The school delivered health and wellbeing support through individual student support, external referrals, a Chaplain one day a week, biannual parent-teacher meetings and Student Support Group meetings each term.

## Engagement

Attendance remained a focus, with overall absenteeism at 30% of the students having 20 or more absence days. This is 9% lower than similar school and 8% lower than the Network and state. The attendance rate for 2025 was 89.6% which is an improvement on the 2022 – 2024 rates. To support students with significant absences, the school actively engaged with department staff and outreach programs such as CYMHS and the Uniting Navigator Program to re-engage students and provide family support.

Our school values and culture continued to shape student experiences. The STARR values and School Wide Positive Behaviour programs were embedded across all areas of the school, reinforcing a strong and inclusive school culture. At the start of the year, all students participated

in the STARRT-Up program, helping them build a sense of belonging and a shared understanding of school expectations.

Student voice and leadership remained an integral part of school life and also featured in the Attitudes to School Survey data with Student Voice and Agency data shifting from 37% positive endorsement in 2024 to 76% in 2025. The Junior School Council ran a number of events throughout the year, balancing fundraising initiatives with community-building activities, such as Footy Colours Day.

## Other highlights from the school year

In July the Grade 5/6 students attended Camp Coolamatong, this was the first five-day camp run by the school. The students were outstanding and all reported that the camp was the highlight of their primary school years. The Grade 3/4 students went to Warburton for their three-day Camp.

In Term 4, the Grade 1/2 students participated in their first camp experience. This year they spent the day at an actual school camp, taking part in a treasure hunt, the giant swing, making, cooking and eating damper. The students saw the sleeping and bathroom areas and will now feel more confident when attending camp in Grade 3/4.

Students in the senior school competed in multiple district sports events, with some progressing to division and regional levels in cross country and swimming. In team sports, our tennis and volleyball teams made it to the finals.

During Term 3, the school partnered with a dance company that ran weekly sessions, culminating in an end-of-term concert. This was an incredibly successful event, held at Fairhills High School.

To celebrate the end of the year, the school community came together for a Christmas Carols Concert. This was another well-attended event, where families enjoyed food provided by the PFA while watching their children perform.

Other community events included Mother's Day and Father's Day breakfasts, which brought families together to celebrate the important people in the children's lives.

## Financial performance

The school's financial position remained consistent throughout the year, breaking even by year-end. Careful financial management and strategic planning ensured that resources were allocated effectively to support both operational and educational priorities.

Through the Disability Inclusion Profile (D.I.P.) process, the school successfully secured additional funding for several students with diverse learning needs. This process was further refined to enhance efficiency and accuracy, enabling more applications and greater funding opportunities in the future. The continued allocation of equity funding supported the employment of a dedicated D.I.P. expert, ensuring that the school could maximize future funding entitlements and provide targeted support for students requiring additional assistance.

Financial resourcing for the school's operational needs remained fully aligned with Department of Education policies and procedures. All expenditures, including those related to staffing, curriculum delivery, and infrastructure improvements, were carefully managed in consultation with the School Council. The intended purposes of all fundraising activities were upheld, ensuring transparency and accountability. These sound financial practices have positioned the school well for continued stability in the coming years.

**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 105 students were enrolled at this school in 2025, 38 female and 67 male. NDP 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	33.3%	
	Similar schools	82.5%	
	State	82.0%	

### School Staff Survey


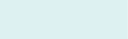


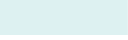

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	63.9%	
	Similar schools	76.5%	
	State	77.4%	

## LEARNING


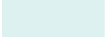


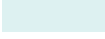


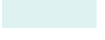




### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>78.4%</b>	
	Similar schools	84.1%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>73.5%</b>	
	Similar schools	83.6%	
	State	84.2%	

## NAPLAN

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


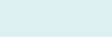


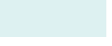

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>63.2%</b>	 <b>67.8%</b>
	Similar schools	67.2%	 66.0%
	State	69.5%	 69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>77.8%</b>	 <b>76.1%</b>
	Similar schools	70.2%	 70.6%
	State	73.9%	 74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>50.0%</b>	 <b>60.3%</b>
	Similar schools	62.5%	 63.1%
	State	66.2%	 66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>60.0%</b>	 <b>59.6%</b>
	Similar schools	63.6%	 63.0%
	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.

		<b>2025</b>	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>87.5%</b>	
	Similar schools	73.1%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>55.6%</b>	
	Similar schools	69.9%	
	State	74.0%	

## WELLBEING


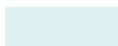

### Student Attitudes to School – Sense of Connectedness

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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>74.3%</b>		<b>59.9%</b>
	Similar schools	75.8%		75.3%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>76.9%</b>		<b>61.8%</b>
	Similar schools	77.3%		75.9%
	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	20.8	22.2
	Similar schools	22.2	22.6
	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	93.3%	
Year 1	School	92.5%	
Year 2	School	91.5%	
Year 3	School	90.5%	
Year 4	School	87.1%	
Year 5	School	91.0%	
Year 6	School	85.1%	

## 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	\$1,513,302
Government Provided DET Grants	\$233,975
Government Grants Commonwealth	\$8,250
Government Grants State	\$0
Revenue Other	\$13,372
Locally Raised Funds	\$80,882
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,849,781</b>

Equity	Actual
Equity (Social Disadvantage)	\$65,237
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$65,237</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$1,513,807
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$53,712
Communication Costs	\$2,680
Consumables	\$22,084
Miscellaneous Expenses <sup>2</sup>	\$23,935
Agency Staff	\$0
Professional Development	\$13,296
Equipment/Maintenance/Hire	\$24,859
Property Services	\$32,544
Salaries & Allowances <sup>3</sup>	\$74,039
Support Services	\$46,598

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$9,373
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,443
<b>Total Operating Expenditure</b>	<b>\$1,841,371</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$8,410</b>
<b>Asset Acquisitions</b>	<b>\$33,917</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$82,438
Official Account	\$26,086
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$108,524</b>

Financial Commitments	Actual
Operating Reserve	\$54,594
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$11,800
School Based Programs	\$14,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$108,394</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.*