

2025 Annual Report to the School Community

School Name: Fairhills High School (7823)



- 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 19 March 2026 at 11:14 AM by Ian Van Schie (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 04 May 2026 at 04:47 PM by Ian Van Schie (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)
 - Senior Secondary Completions and mean study score
- 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
 - how many exiting students go on to further studies or full-time work
 - how many Year 7 students remain at the school through to Year 10
 - 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 High School is committed to empowering our community to be curious, creative and confident learners. Our school vision is supported by the values of Acting Responsibly, Building Relationships and Showing Respect, which guide the way students, staff and families work together to create a positive and inclusive learning environment. These values underpin our high expectations for learning, behaviour and wellbeing, ensuring that every student is supported to achieve their personal best.

Located in the City of Knox in Melbourne's outer eastern suburbs, Fairhills High School serves a diverse and vibrant community. The school provides a welcoming and supportive environment where students are known, valued and encouraged to participate fully in school life. Our close-knit community is one of the defining features of Fairhills, with strong relationships between students, staff and families helping to create a safe and orderly learning environment.

In 2025, the school enrolled 398 students across Years 7 to 12 and employed 37.46 teaching and 18.69 education support staff. The school is structured to support both strong academic outcomes and student wellbeing, with dedicated teams focused on curriculum, student engagement and inclusion.

Fairhills High School offers a broad and engaging curriculum designed to meet the needs of all learners. Students have access to a range of academic, vocational and enrichment opportunities, including strong programs in STEM, sport, performing arts and technology. The school is also recognised for its commitment to inclusive education and student wellbeing, ensuring that all students are supported to remain connected to their learning.

Together, these elements contribute to Fairhills High School being a supportive and high-performing learning community where students are encouraged to explore their interests, challenge themselves and prepare for successful futures.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Fairhills High School, we foster a strong culture of learning and growth for all students. Our focus is on high quality teaching and differentiated learning so that every student is challenged and supported at their point of need. Through our instructional model, the LEARN model, teachers deliver explicit instruction, guided practice, collaborative learning and independent application, enabling students to develop deeper understanding and confidence in their learning.

In 2025, the school's Annual Implementation Plan prioritised improving learning growth for all students. Teachers worked collaboratively through Professional Learning Communities to analyse

student data, refine teaching practice and strengthen the use of evidence based strategies, particularly in writing. The use of Maestro dashboards, coaching and structured observations supported teachers to ensure teaching practices remained aligned with the school's instructional model. Staff confidence in these practices was reflected in the School Staff Survey, with strong endorsement for using evidence to inform teaching, collaborating to scaffold student learning and using the school's pedagogical model. Student voice through the Attitudes to School Survey also highlighted positive learning experiences, with results well above the state average for stimulated learning, effective teaching time and differentiated learning challenge.

NAPLAN results demonstrated strong progress. In Year 9, 64.4% of students achieved in the Strong or Exceeding proficiency bands in Reading and 63.6% in Numeracy. Importantly, 74.5% of students achieved high or medium growth in Reading and 80.9% in Numeracy from Year 7 to Year 9, both above similar schools and the state average. Fairhills High School was also one of the top 10 metropolitan schools for growth and the only school in the Outer East network where the Year 9 cohort achieved High Growth in both Reading and Numeracy compared to the previous year.

Writing growth was another strength, with 24% of students moving from Developing or Strong proficiency levels in Year 7 to the Exceeding level by Year 9. A similar pattern of improvement was also evident in Reading and Numeracy, with students moving from Needs Additional Support to Developing or Strong proficiency levels.

Senior secondary outcomes remained strong, with 100% of students completing their VCE or VCE Vocational Major and achieving a 100% positive destination into further education, training or employment. In STEM subjects, 30% of students achieved a study score in the top 15% of the state, compared with 6% across network schools and 14% statewide. In English and Literature, 20% of students achieved results in the top 15% of the state, compared to 4% across network schools and 13% statewide.

In 2026, the school will strengthen teacher judgements through high quality rubrics and moderation processes, intensify learning walks to strengthen instructional practice, and further develop student agency through goal setting and reflection.

Wellbeing

At Fairhills High School, student wellbeing is central to creating a learning environment where students feel safe, supported and connected. We recognise that strong wellbeing underpins academic success and positive engagement with school. Our approach focuses on building strong relationships, amplifying student voice and providing targeted support so that every student feels valued within our school community.

In 2025, the school continued to implement key actions from the Annual Implementation Plan to strengthen student wellbeing and connectedness. This included strengthening proactive support structures and continuing to embed a whole school Respectful Relationships approach. Professional learning for staff also focused on trauma informed practices to ensure teachers are well equipped to support the diverse social and emotional needs of students.

Our social and emotional development programs (THRIVE & Connect) remained a central feature of student wellbeing. Students in Years 7 to 9 continued to meet regularly with their THRIVE & Connect teacher, providing a dedicated space to develop social and emotional skills, discuss

topics such as respectful relationships and goal setting, and build strong connections with a trusted teacher advocate. These programs also provide an important structure for building a sense of belonging and strengthening positive peer relationships.

Student voice through the Attitudes to School Survey demonstrated the positive impact of these initiatives. The 2025 School Performance Report places Fairhills High School in the high performance group for Wellbeing, reflecting strong outcomes across all key wellbeing measures.

Survey results show students reporting positive endorsement levels above network schools and the state in areas including emotional awareness and regulation, managing bullying, school connectedness, stimulated learning and student voice and agency. These outcomes highlight the strength of relationships across the school and the supportive environment created for students.

Fairhills High School also continues to strengthen inclusive practices to ensure that students with diverse learning and wellbeing needs are supported to fully participate in school life. Staff work closely with students and families to provide appropriate adjustments and support, ensuring all students feel included, respected and able to succeed.

Looking ahead to 2026, the school will continue to strengthen wellbeing support through the development of a comprehensive Senior School social and emotional development program that ensures a school wide approach to Respectful Relationships and continues to build staff capacity to cater for the inclusion needs of all students.

Engagement

Student engagement continues to be a key priority at Fairhills High School and is recognised as a critical enabler of both student learning and wellbeing. The school focuses on creating learning environments where students feel connected, motivated and actively involved in their learning.

Student attendance data is closely monitored to ensure students remain connected to their learning. In 2025, the average number of absence days per student was 26.7 days, significantly lower than similar schools and below the state average. While attendance at Fairhills High School remains strong in comparison to similar schools and the state, the school continues to emphasise the importance of regular attendance through the message that every day counts, and will continue to strengthen strategies that support consistent attendance and engagement.

Retention data also provides important insights into student engagement. While retention rates have improved in recent years, they continue to present an opportunity for further growth. The school recognises that levels of student mobility within the community can influence movement between schools and continues to work closely with students and families to support smooth transitions and sustained engagement in learning.

Student voice and agency remain a key focus for improving engagement. Students are provided with opportunities to contribute to school improvement through leadership groups, feedback processes and student forums, ensuring their perspectives help shape learning and wellbeing initiatives.

Looking ahead to 2026, the school will further strengthen engagement through the implementation of the Continuum of Learner Engagement (Dr Berry's model), with a focus on goal setting, reflection and increasing student ownership of learning.

Other highlights from the school year

An important milestone during the year was the development of a school vision continuum by the school community. Aligned to the vision of empowering our community to be curious, creative and confident learners, the continuum helps identify where the school is currently positioned and where it aims to be in the future. This work supports a shared understanding of growth and continuous improvement across the school community.

The school also hosted the Victorian Hydrogen Grand Prix, bringing together schools from across the state (and one team from India) to compete in hydrogen powered car racing. Fairhills students performed exceptionally well, finishing second and fourth overall and demonstrating outstanding teamwork, innovation and problem solving.

Sport was another highlight, with Fairhills basketball teams qualifying for the Australian Championships in Queensland. Students represented the school with distinction and consistently demonstrated the school values of Acting Responsibly, Building Relationships and Showing Respect.

The learning environment was further enhanced through the installation of premium BenQ interactive boards in all classrooms. In addition, the school secured a \$300,000 grant to renovate the Year 7 and 8 courtyard, creating an improved space that supports student connection and engagement during the transition into secondary school.

Financial performance

In 2025, the school's total Student Resource Package (SRP), including credit and cash components, was \$6,711,158, with \$5,702,064 in SRP credit funding. At year end, the school reported a credit deficit of \$834,427, which is being actively managed through cash reserves and a structured deficit management plan.

Funding has been prioritised towards learning and wellbeing to better support students. This investment has contributed to improved student outcomes and Fairhills High School's recognition as a high-performing school in 2025. Targeted investment in the VCE/VM program has further strengthened subject offerings, increased instructional time, and enhanced study skills support. As a result, English students achieved an average study score of 28.4, above the state average, and 100% of VCE/VM students successfully completed Year 12.

The school received \$814,172 in SRP cash funding, contributing to total cash revenue of \$1,703,515. A planned cash deficit of \$103,559 was strategically incurred to upgrade key facilities and enhance classroom technology, ensuring learning environments are contemporary and better aligned to student needs.

For more detailed information regarding our school please visit our website at
<https://fairhillshs.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 398 students were enrolled at this school in 2025, 170 female and 226 male. 14% had English as an additional language and 2% 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	65.8%	
	Similar schools	67.9%	
	State	74.1%	

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	66.2%	
	Similar schools	56.0%	
	State	59.3%	

LEARNING

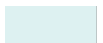
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Year 7 - 10 % of students at or above age expected standards	School	65.2%	
	Similar schools	66.1%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	49.7%	
	Similar schools	58.7%	
	State	70.5%	

NAPLAN

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

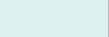
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	60.8%		63.5%
	Similar schools	61.4%		60.3%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	64.4%		60.1%
	Similar schools	55.6%		54.9%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	53.9%		58.9%
	Similar schools	58.2%		55.3%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	63.6%		52.2%
	Similar schools	52.6%		51.4%
	State	61.9%		60.2%

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'.

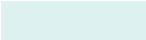
A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 7 to 9 % of students High or Medium relative growth	School	74.5%	
	Similar schools	70.6%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	80.9%	
	Similar schools	71.1%	
	State	73.5%	

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

2025			3-year average
VCE/VCE VM completion rate	School	100.0%	 94.2%
	Similar schools	95.6%	 94.8%
	State	97.2%	 96.9%
Mean VCE study score	School	27.9	NDA
Total VCE VM students	School	16	NDA

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 7 to 12 % positive endorsement	School	53.2%		45.5%
	Similar schools	46.1%		42.6%
	State	49.8%		47.7%

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 7 to 12 % positive endorsement	School	62.9%		52.8%
	Similar schools	48.9%		45.5%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	82.3%		79.9%
	Similar schools	75.1%		74.5%
	State	81.5%		81.2%

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025		4-year average
Real retention rate	School	65.3%		58.3%
	Similar schools	70.5%		70.3%
	State	68.8%		68.7%

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
Year 7 - 12	School	26.7		27.9
	Similar schools	35.7		34.0
	State	30.2		29.4

Attendance rate

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

		2025	
Year 7	School	88.7%	
Year 8	School	87.7%	
Year 9	School	82.7%	
Year 10	School	84.7%	
Year 11	School	86.5%	

		2025	
Year 12	School	90.3%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$5,720,064
Government Provided DET Grants	\$1,041,087
Government Grants Commonwealth	\$15,312
Government Grants State	\$49,000
Revenue Other	\$126,417
Locally Raised Funds	\$420,181
Capital Grants	\$0
Total Operating Revenue	\$7,372,060

Equity	Actual
Equity (Social Disadvantage)	\$243,917
Equity (Catch Up)	\$63,724
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$307,641

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

Expenditure	Actual
Student Resource Package ¹	\$6,551,907
Adjustments	\$0
Books & Publications	\$2,111
Camps/Excursions/Activities	\$210,028
Communication Costs	\$18,415
Consumables	\$216,918
Miscellaneous Expenses ²	\$89,759
Agency Staff	\$177,270
Professional Development	\$43,297
Equipment/Maintenance/Hire	\$220,186
Property Services	\$305,367
Salaries & Allowances ³	\$153,355
Support Services	\$209,168

Expenditure	Actual
Trading & Fundraising	\$15,996
Motor Vehicle Expenses	\$69
Travel & Subsistence	\$0
Utilities	\$94,124
Total Operating Expenditure	\$8,307,970
Net Operating Surplus/-Deficit	(\$935,910)
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	\$786,471
Official Account	\$72,410
Other Accounts	\$98,366
Total Funds Available	\$957,247

Financial Commitments	Actual
Operating Reserve	\$292,677
Other Recurrent Expenditure	\$8,455
Provision Accounts	\$0
Funds Received in Advance	\$93,982
School Based Programs	\$205,723
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$84,468
Repayable to the Department	\$400,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,085,306

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.