2024 Annual Report to the School Community

School Name: Footscray North Primary School (4160)

- 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 2025 at 09:33 AM by Angela Bervanakis (Principal)

- As executive officer of the school council, I attest that this 2024 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 25 March 2025 at 09:33 AM by Angela Bervanakis (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
- 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').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Footscray North Primary School (FNPS) is an inner suburban primary school 6km from the Melbourne CBD. The population in the local area is changing, as reflected in our gradually decreasing level of socio-educational disadvantage. FNPS is experiencing continued growth in student enrolments 2024 - 626 (2019- 450) and our student population is drawn from our local area. Approximately 40% of our students speak a language other than English at home, with over 40 different language groups represented. A small number of students identify as of ATSI background. The school has a small percentage of students who are enrolled as international students (less than 1%).

In 2024, curriculum programs were delivered through 27 classroom programs, supported by 5 specialist programs. The school is housed on a very large site (9 acres) and is made up of 6 permanent buildings, 3 double relocatables, a new gymnasium and a number of active and passive play spaces. Our school facilities included 28 classrooms with adjacent office areas, collaborative spaces and breakout rooms, a performing arts room, a visual arts room, 3 resource intensive learning spaces (LOTE/STEM), a library, Gymnasium, administrative area and community room (OSHC) and a fully equipped canteen area.

FNPS is committed to providing a safe, secure and stimulating learning environment, where students experience differentiated curriculum of the highest quality. FNPS recognises that student wellbeing and student learning outcomes are inextricably linked. The importance of the partnership between the school and parents/carers to support student learning, engagement and wellbeing is something we recognise and embrace, as is reflected in our Parent Opinion Survey, where our Parent Satisfaction positive endorsement resulted higher than the State average. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our community, and our School Staff Survey indicates a positive school culture (similar results to the State average).

Our mission at Footscray North Primary School is to graduate empowered students who are high achieving, socially and emotionally intelligent, globally aware and active citizens in the community. Our mission statement components provide a lens through which to guide us in decision making and resource allocation and are operationalised through the focus of and demonstration of our four school values: Inclusion, Excellence, Respect and Responsibility.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Footscray North Primary School 2024 Annual Implementation Plan (AIP) continued to reflect the systemwide priorities of learning and wellbeing. Through the whole school professional learning program, we dedicated time to strengthen teaching practices in Numeracy (with a

particular focus on games based, rich and open ended tasks) as well as unpacking and implementing the Victorian Curriculum Maths 2.0. We prioritised building a community of Mathematicians through weekly family maths tasks and awards. Our Curriculum Days were designed around our AIP Learning priorities and provided a sound overview of what the expectations of students, staff and the community were in relation to Mathematics and High Impact Instructional Practices. Learning practices across all disciplines were explored and captured in the development of our Instructional Playbook and this focus on best practice was reflected in our English and Maths Teacher Judgement data, which indicated our school's percentage of students at or above expected level to be significantly higher than the averages in the State or Similar Schools.

Whilst performance targets identified in the Annual Implementation Plan weren't consistently met, strong progress in the implementation of the Key Improvement Strategies (KIS) and the actions and activities that underpinned this work was evident. The activities listed in our KIS were strategically linked to ensure that the mathematics curriculum, student learning and professional development were strategically linked to provide the best opportunity for improved teaching as well as improved student learning outcomes. Our NAPLAN data school percentage of students in Strong or Exceeding is comparable to Similar Schools and above the State average in both Reading and Numeracy in Year 3 and Year 5. The FNPS 2024 School Performance Report results were HIGH in Learning, indicating that the outcomes and experiences of our students were equitable and improving in attainment, growth and quality.

Wellbeing

The Footscray North Primary School 2024 Annual Implementation Plan (AIP) continued to reflect the systemwide priorities of learning and wellbeing. In 2024 we continued to focus on student wellbeing to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. We continued to build our knowledge, expertise and delivery of Multi-tiered System of Supports (MTSOS) approach to identify and respond to the wellbeing needs of our students and strengthen connectedness and partnerships. In 2024, FNPS refined our implementation of the system wide reform of Disability and Inclusion, including further refinement of our the approach to writing Individual Education Plans (IEPs) and evidencing how adjustments are being implemented to support the inclusion of students with a disability. Our multidisciplinary wellbeing team included a Leading Teacher (Wellbeing and Inclusion), counsellor, speech pathologist, Mental Health and Wellbeing Leader, Disability and Inclusion Coordinator and principal class members. This team worked with Collaborative Teams, planning to support student learning, engagement and wellbeing across each cohort. Significant focus has continued to be placed on the building of classroom based education support staff capacity to implement adjustments and modifications in the classrooms supporting students with disabilities.

FNPS planned and implemented strategies to support a sense of connectedness and pride in the school, engaging with an Inclusion Outreach Coach to further unpack our Student Attitude to School Data, which indicated positive endorsements of our Sense of Connectedness and Management of Bullying results, significantly higher that Similar School and State averages. A group of active and committed parents organised a school disco. A group of Year Six students were trained to take on Peer Mediator roles in the yard, providing empowerment to students to be able to take action on low grade concerns in the yard. Our buddies program continued to provide additional opportunities for peer connectedness and an embedded opportunity to enact learning taken from the Social and Emotional Learning program. Whole school events including a Colour

Run, School Production, Spanish Day and Tech Expo were features on the school calendar. The FNPS 2024 School Performance Report results were HIGH in Wellbeing.

Engagement

In 2024, FNPS worked to prioritise and strengthen attendance processes within the school. This saw our MHWL (Mental Health and Wellbeing Leader) continue to work closely with families to better understand the potential and actual barriers to school attendance. Through the provision of a tailored response to attendance barriers, families experienced greater connectedness with school to further support improved attendance patterns for vulnerable and disadvantaged families. Referral pathways to both in school and community (out of school) supports also continued to be identified and be strengthened. The attendance data in 2024 was more positive than that of Similar School and State averages, indicating comparatively less number of absence days for our students. There continues to be an over representation of students who held a level of disadvantage, when compared to those who did not when looking at students who had missed more than 30 days. This illustrated that there is still further work to do to support this cohort of students, who hold a level of disadvantage in attending school more often. In 2024 we continued to develop authentic ways to activate student voice and agency in learning and wellbeing. We explored conferencing, goal setting and feedback as strategies to strengthen voice and agency for our students in their learning. In 2024, we invited students to 'Meet and Greet' and 'Parent Conferences' as a way to further engage their voice and agency in their learning, as well as a platform to celebrate effort and achievement. The House system, Buddies, an active Junior School Council and Peer Mediators have further activated students voice and agency fostering positive wellbeing outcomes.

Financial performance

Footscray North Primary School remains in a strong financial position. The 2023-2027 School Strategic Plan, along with the 2024 Annual Implementation Plan, continued to provide the framework for allocation of funds to support school programs and priorities. The surplus the school holds is predominantly from previous years, where there were limited classroom spaces and strong enrolments. Footscray North PS School Council manages a range of licenses related to the use of school facilities. Recent investment in the school buildings has resulted in additional groups using the facilities beyond the school day. We continued to be supported by our school community with approximately 45% of families making voluntary parent payments. The School Council Finance Subcommittee actively monitored and reviewed all financial reports throughout the year, meeting prior to each of the 8 School Council meetings held in 2024.

For more detailed information regarding our school please visit our website at https://www.footsnth.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 626 students were enrolled at this school in 2024, 276 female and 349 male.

39 percent of students had English as an additional language and 1 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.

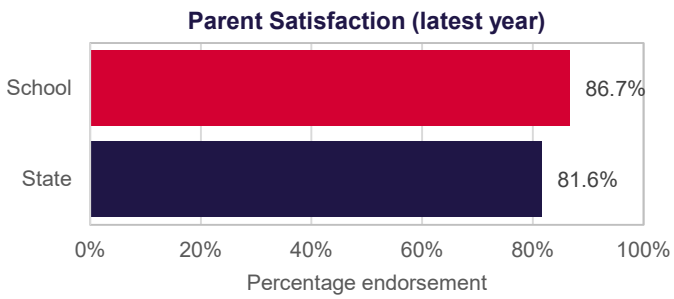
This school's SFOE band value is: **Low**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	86.7%
State average (primary schools):	81.6%



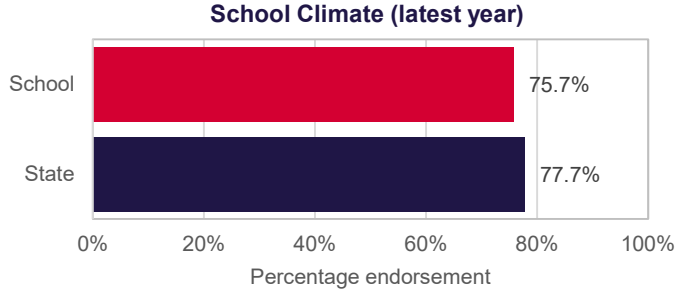
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	75.7%
State average (primary schools):	77.7%



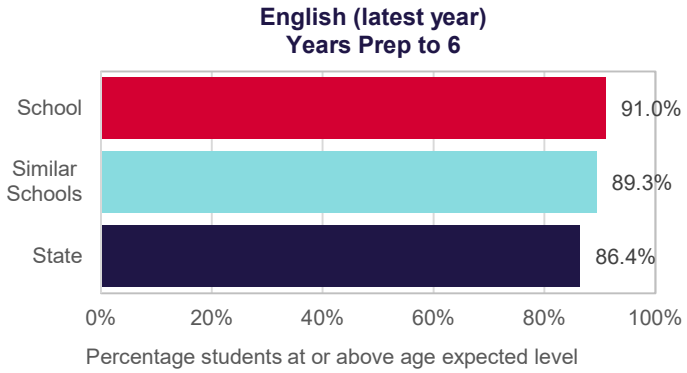
LEARNING

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.***

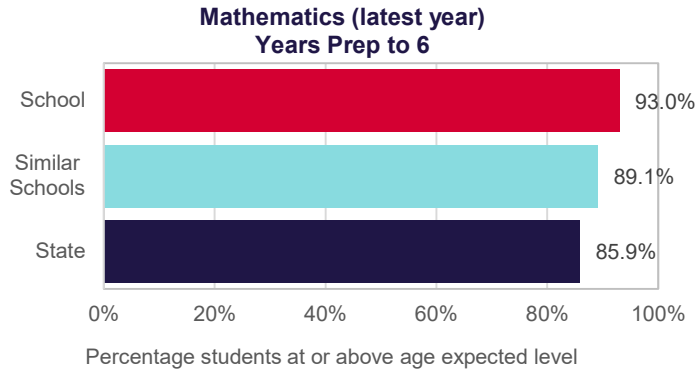
Teacher Judgement of student achievement against the Victorian Curriculum

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

English **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	91.0%
Similar Schools average:	89.3%
State average:	86.4%



Mathematics **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	93.0%
Similar Schools average:	89.1%
State average:	85.9%



LEARNING (continued)

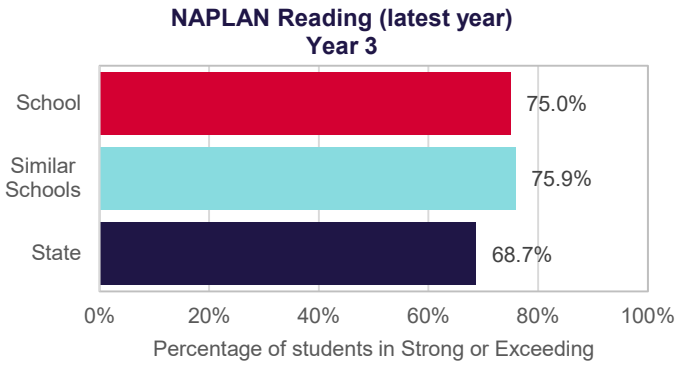
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

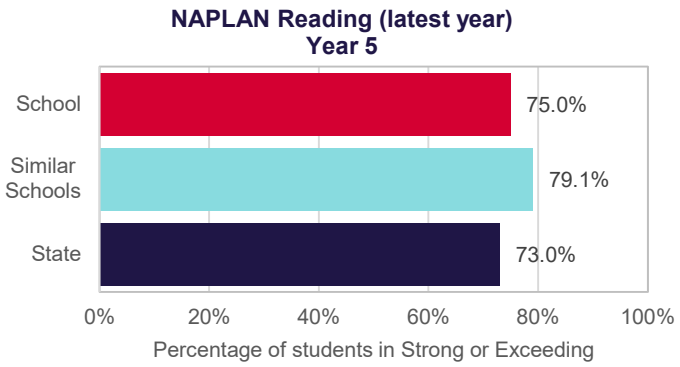
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

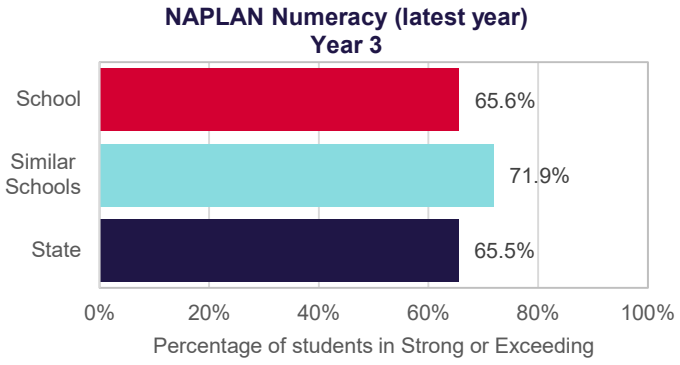
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	76.8%
Similar Schools average:	75.9%	77.1%
State average:	68.7%	69.2%



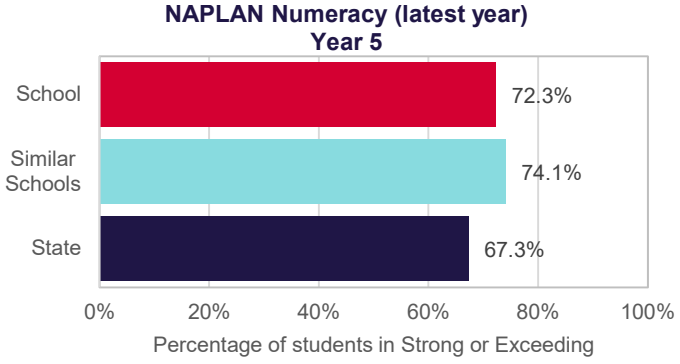
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	81.0%
Similar Schools average:	79.1%	81.6%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.6%	69.3%
Similar Schools average:	71.9%	73.2%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.3%	73.4%
Similar Schools average:	74.1%	74.6%
State average:	67.3%	67.6%



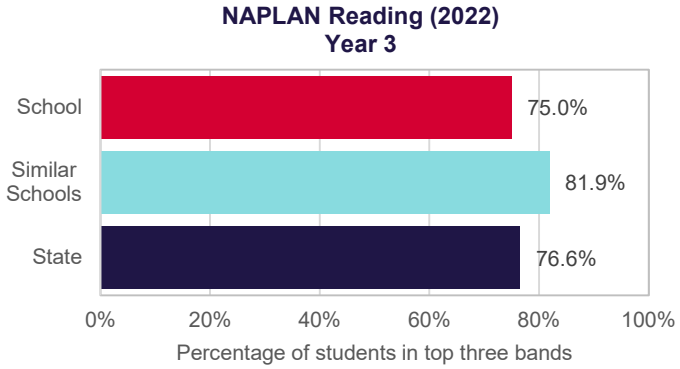
LEARNING (continued)

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.***

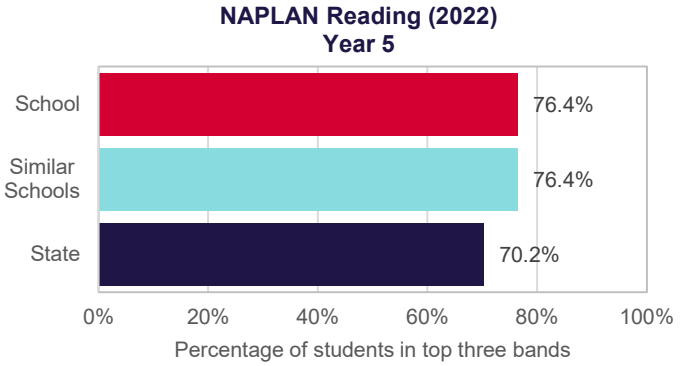
NAPLAN 2022

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

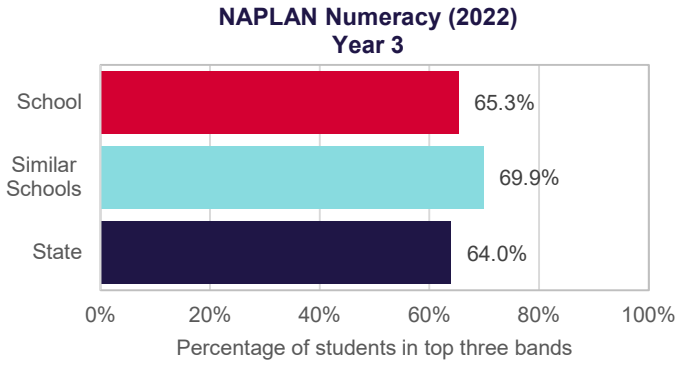
Reading Year 3	(2022)
School percentage of students in the top three bands:	75.0%
Similar Schools average:	81.9%
State average:	76.6%



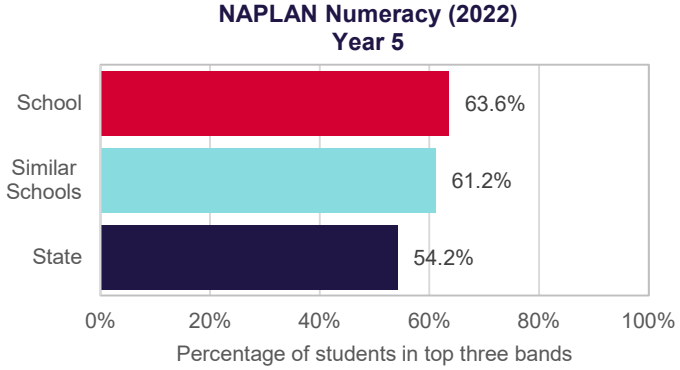
Reading Year 5	(2022)
School percentage of students in the top three bands:	76.4%
Similar Schools average:	76.4%
State average:	70.2%



Numeracy Year 3	(2022)
School percentage of students in the top three bands:	65.3%
Similar Schools average:	69.9%
State average:	64.0%



Numeracy Year 5	(2022)
School percentage of students in the top three bands:	63.6%
Similar Schools average:	61.2%
State average:	54.2%



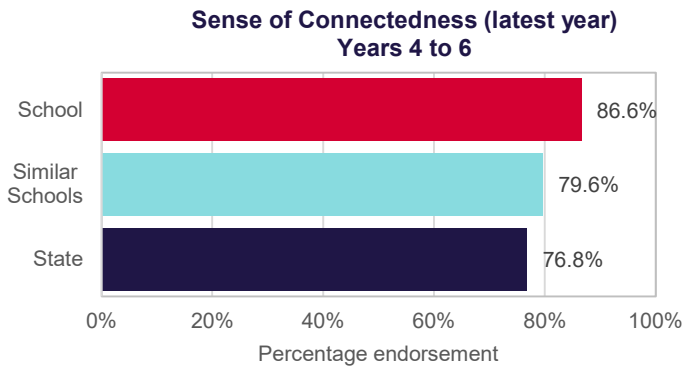
WELLBEING

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).

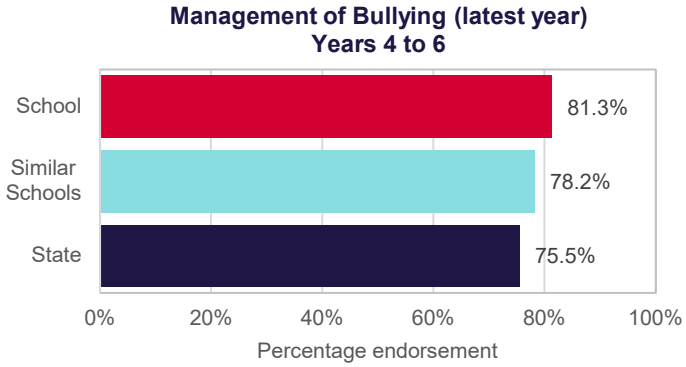
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	86.6%	81.6%
Similar Schools average:	79.6%	80.1%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	81.3%	77.2%
Similar Schools average:	78.2%	77.8%
State average:	75.5%	76.3%



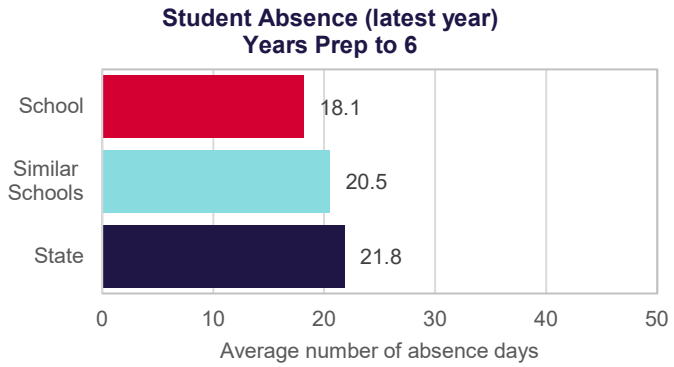
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years Prep to 6	Latest year (2024)	4-year average
School average number of absence days:	18.1	18.4
Similar Schools average:	20.5	18.9
State average:	21.8	20.1



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 (2024):	91%	91%	90%	92%	90%	90%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	$6,765,609
Government Provided DET Grants	$675,954
Government Grants Commonwealth	$13,118
Government Grants State	$22,339
Revenue Other	$88,654
Locally Raised Funds	$466,984
Capital Grants	$0
Total Operating Revenue	**$8,032,658**

Equity [1]	Actual
Equity (Social Disadvantage)	$72,032
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$72,032**

Expenditure	Actual
Student Resource Package [2]	$6,656,181
Adjustments	$0
Books & Publications	$5,506
Camps/Excursions/Activities	$166,435
Communication Costs	$7,525
Consumables	$165,756
Miscellaneous Expense [3]	$19,434
Professional Development	$11,744
Equipment/Maintenance/Hire	$92,435
Property Services	$194,927
Salaries & Allowances [4]	$159,432
Support Services	$88,559
Trading & Fundraising	$57,016
Motor Vehicle Expenses	$20,041
Travel & Subsistence	$1,030
Utilities	$47,657
Total Operating Expenditure	**$7,693,678**
Net Operating Surplus/-Deficit	**$338,980**
Asset Acquisitions	**$30,150**

(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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	$1,240,943
Official Account	$131,509
Other Accounts	$0
Total Funds Available	**$1,372,452**

Financial Commitments	Actual
Operating Reserve	$173,288
Other Recurrent Expenditure	$0
Provision Accounts	$193
Funds Received in Advance	$285,251
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	$0
Maintenance - Buildings/Grounds < 12 months	$87,171
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$750,000
Total Financial Commitments	**$1,295,903**

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.