

2025 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 23 March 2026 at 09:46 AM by Kay Willmott (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 25 March 2026 at 12:09 PM by Kay Willmott (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

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 increasing level of socio-educational advantage. Enrolments at FNPS are generally stable, 2025 - 622 (2024 - 626) after a period of sustained growth (2019-450), and our student population is drawn from our local area. Approximately 35% 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 2025, curriculum programs were delivered through 28 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 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, a library, Gymnasium, administrative area and community room and a fully equipped canteen area.

In 2025 the staffing structure at FNPS included 36.1 (EFT) teaching staff and 26 (EFT) education support staff (including office and facilities teams)

FNPS is committed to providing a safe, secure and stimulating learning environment, where students experience curriculum delivery 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. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our community.

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 2025 Annual Implementation Plan (AIP) continued to reflect the systemwide priorities of learning and wellbeing. Our Curriculum Days were designed around our AIP Learning and Wellbeing priorities.

In 2025 priority areas in Learning included

- Implement English 2.0
 - Teams unpacked English 2.0 achievement standards and created Proficiency scales from P-6 supporting teachers to have a strong understanding of curriculum outcomes with an embedding understanding around a structured approach to teaching literacy.
 - Resources such as OCHRE and the Victorian lesson plans were been explored and trialled to support teams in developing an understanding of the components of a literacy block whilst incorporating elements of the VTLM 2.0
 - Staff meetings introduced and explicitly unpacked the six key elements of reading.
 - Teams completed an audit and alignment of the Big 6 through - Proficiency Scales to ensure all areas were being taught from prep to 6.
- Investigate the Victorian Teaching and Learning Model 2.0 (VTLM 2.0)
- Executive leadership team have engaged in professional learning and conversations around the components within the VTLM 2.0
- VTLM 2.0 was introduced through a whole staff meeting and explored further through the use of OCHRE and the Victorian Lesson Plans.
- Learning sprints process explored at leadership and delivered in collaborative teams looking at elements within the VTLM 2.0 (Mini whiteboards/ CFU)
- the use of slides have been explored to support planning incorporating the VTLM 2.0 and Gradual release of responsibility
- Implement a Structured Synthetic approach to Phonics
- Structured Synthetic Phonics was implemented from P-2 with explicit phonics being taught daily through the Phonics Plus scope and sequence and resources.
- Resources to support SSP have been purchased to support implementation - DRonline, Sunshine Decodables, Australian Decodable readers
- Year 1 Phonic screener implemented

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. Our NAPLAN data school percentage of students in Strong or Exceeding is comparable to Similar Schools and above the State average in

Reading in Year 3 and Year 5, however numeracy data shows that that while school performance is at or above State average, it is lower than like schools and our 3 year average. The FNPS 2025 School Performance Report results were MEDIUM in Learning, indicating that the outcomes and experiences of our students were equitable in attainment, growth and quality, however there has been a slight decrease in our performance in this area.

Wellbeing

The Footscray North Primary School 2025 Annual Implementation Plan (AIP) continued to reflect the systemwide priorities of learning and wellbeing. In 2025 we continued to focus on student wellbeing to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

In 2025, FNPS continued to further refine the Disability and Inclusion reform, including further refinement of our documentation and processes. 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.

With regards to 2025 AIP implementation some areas progressed soundly, others were paused to allow a review of the focused area in the context of the VTLM 2.0 launch

- Embed a shared understanding of Student Voice and Agency (SVA)
 - Progress in this area has been limited but provides a foundation for future work. One staff meeting was held to define SVA, but further development was paused in light of VTLM 2.0 implementation. Inquiry through the Complex Collaborative Problem Solving process highlighted a misalignment between intended outcomes, success indicators, and data used to monitor progress.
- Strengthen school-wide approaches to communication and engagement with parents and carers
- The start-up program successfully established communication processes for students to engage with teachers and leaders, supported by lesson overviews and leadership participation.
- Cultural events and school celebrations have been highlighted through the MHWL program, family input, and a community calendar, increasing awareness and engagement.
- School diversity has been visibly celebrated through signage, flag displays, student-led surveys, and a student-developed Acknowledgement of Country, which is now regularly used at school events.

The school has made strong progress in communication, cultural awareness, and engagement initiatives. Work on student voice and agency is underway but has been slowed by competing priorities and misalignment of measures. Strengthening parent partnerships and embedding shared language around SVA in the context of the VTLM 2.0 remain areas for ongoing focus.

The FNPS 2025 School Performance Report results were MEDIUM in Wellbeing indicating that the outcomes and experiences of our students were equitable in attainment, growth and quality, our performance in this area was maintained. Evidence of progress in this area can be drawn from ATOSS where the school is performing at or above the level of similar schools and state

averages, and more positively than our own 4 year average in the areas of sense of connectedness and managing bullying.

Engagement

In 2025, FNPS worked to prioritise and strengthen attendance processes within the school. Assistant Principals supported teachers in monitoring and promoting attendance at school. Once potential barriers to attendance were identified, the wellbeing team worked with families to provide tailored support to families. Referral pathways to both in school and community (out of school) support also continued to be identified and strengthened. The attendance data in 2025 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 illustrates 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.

Financial performance

Footscray North Primary School remains in a strong financial position. The 2023-2027 School Strategic Plan, along with the 2025 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. A layer of complexity has been added to the management of the FNPS credit budget, primarily due to the timing of payments of Disability and Inclusion Tier 3 funding. 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 2025.

**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

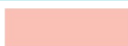
A total of 627 students were enrolled at this school in 2025, 284 female and 343 male. 36% had English as an additional language and 1% were Aboriginal or Torres Strait Islander.

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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	82.1%	
	Similar schools	81.5%	
	State	82.0%	

School Staff Survey

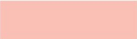





The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	72.4%	
	Similar schools	79.7%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	91.2%	
	Similar schools	89.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.7%	
	Similar schools	87.6%	
	State	84.2%	

NAPLAN

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





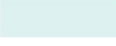

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	77.2%	77.0%
	Similar schools	77.4%	77.2%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	79.6%	80.4%
	Similar schools	80.9%	81.4%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	66.7%	68.4%
	Similar schools	74.4%	73.6%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	69.2%	71.7%
	Similar schools	76.9%	75.3%
	State	69.1%	68.1%

NAPLAN relative growth

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

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.




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

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	70.1%	
	Similar schools	77.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	71.4%	
	Similar schools	78.7%	
	State	74.0%	

WELLBEING




Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	82.1%		81.7%
	Similar schools	78.9%		79.7%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	79.3%		76.9%
	Similar schools	78.2%		77.9%
	State	76.4%		75.8%

ENGAGEMENT





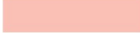

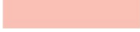
Average absence days per student

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	18.2	18.9
	Similar schools	19.7	20.6
	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	91.1%	
Year 1	School	90.6%	
Year 2	School	91.4%	
Year 3	School	90.7%	
Year 4	School	91.4%	
Year 5	School	90.1%	
Year 6	School	90.3%	

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	\$7,212,328
Government Provided DET Grants	\$737,722
Government Grants Commonwealth	\$14,690
Government Grants State	\$25,217
Revenue Other	\$62,629
Locally Raised Funds	\$506,201
Capital Grants	\$0
Total Operating Revenue	\$8,558,786

Equity	Actual
Equity (Social Disadvantage)	\$87,900
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$87,900

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

Expenditure	Actual
Student Resource Package ¹	\$7,429,464
Adjustments	\$0
Books & Publications	\$8,289
Camps/Excursions/Activities	\$251,217
Communication Costs	\$7,673
Consumables	\$183,919
Miscellaneous Expenses ²	\$12,382
Agency Staff	\$118,949
Professional Development	\$23,046
Equipment/Maintenance/Hire	\$60,708
Property Services	\$220,889
Salaries & Allowances ³	\$148,467
Support Services	\$32,699

Expenditure	Actual
Trading & Fundraising	\$12,970
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$55,089
Total Operating Expenditure	\$8,565,762
Net Operating Surplus/-Deficit	(\$6,977)
Asset Acquisitions	\$137,930

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	\$1,196,709
Official Account	\$66,892
Other Accounts	\$0
Total Funds Available	\$1,263,601

Financial Commitments	Actual
Operating Reserve	\$189,383
Other Recurrent Expenditure	\$0
Provision Accounts	\$193
Funds Received in Advance	\$86,887
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$60,000
Repayable to the Department	\$0
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	\$1,000,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,336,463

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.