

# 2024 Annual Report to the School Community

School Name: Ferntree Gully North Primary School (4718)



- 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 12:16 PM by Susan Dean (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 12:17 PM by Susan Dean (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’).

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**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

Ferntree Gully North Primary School situated at the base of the Dandenong Ranges. In 2024 the enrolment was 309; 142 female, 177 male, 9 students had English as an additional language and 7 of our students identify as Aboriginal or Torres Strait Islander. Our overall socio-economic profile based on the school's Student Family Occupation and Education index is in the low-medium range.

Our state of the art facilities continue to provide an outstanding learning environment for our students, teachers and the community. Our values are excellence, respect, resilience and integrity. The community prides itself on our beautiful environment and our vision is to provide a holistic approach to educating students encompassing academic, social and emotional growth. Our learning community is, founded on an educational philosophy centred on the whole child and grounded in the belief that all students can learn and all students have the right to be challenged to fulfil their potential as life-long learners.

Our staff profile includes two Principal class, 21 teaching staff and 6 Education Support Staff, including one business manager and three part time administration officers. We offer a comprehensive education for our students including the specialist areas of visual arts, performing arts, STEM, and physical education. Our language other than English program incorporates Auslan for the first time along with First Nations and international studies.. P to 4 complete the cultural program for the year and year 5/6 students complete a full term of Auslan and complete additional STEM classes for 3 terms. Ferntree Gully North does not, currently, have programs for overseas students or have any overseas students enrolled. The school has an Enviro Centre with a focus on some food production and chickens. During 2024 programs such as instrumental music and Dance Academy ran offering a range of opportunities for students.

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

#### Learning

Ferntree Gully North is very proud of its positive learning environment. Our dedicated and talented staff inspire our students to achieve the highest possible academic standards while focusing on the needs of the individual. Our focus areas continue to be literacy, numeracy and wellbeing. In 2024 our English results for years P-6 were slightly below both similar schools and the state average based on teacher judgements. Our 2024 NAPLAN reading results were above similar schools and the state average in years 3 and year 5. Our 2024 year 3 maths results were below both similar schools and the state average. Year 5 maths results in strong or exceeding were above state and similar schools.

Triangulated assessments to confirm teacher judgements were completed towards the end of the year. End of year analysis made clear that in 2024 students have continued to make significant

progress. Class teachers worked on creating individual education plans and student support plans for students going into 2024. This work also provided us with preparation opportunities for the Tutor Learning Initiative of 2024 that we aimed to start on resumption of the school year.

We have a program for Students with Disabilities/Disabilities Inclusion catering for 10 students in 2024 who were working to their capacity. Every student in this program made progress, whether minor, moderate or high.

Our professional learning community teams in literacy, mathematics and wellbeing continued to focus on improving student outcomes. Work included the consolidation of our Reading and Writing programs, continuing work on Spelling through the development of our Scope and Sequence documentation, further consolidation of maths programs and building high levels of connectedness to school and learning confidence. During 2024 we had a strong focus on evaluating our current program and beginning to implement Maths 2.0 in preparation for 2024 full implementation in 2025.

## Wellbeing

Ferntree Gully North's strong focus on pro-social programs continues to build resilience, confidence and skills for life. Our values include excellence, respect, resilience and integrity. We have a whole school socials skills framework, PLAY IS THE WAY, enabling us to share consistent and meaningful development across the school. At the centre of the program is the key understanding that we treat others the way that we would like them to treat Ferntree Gully North Primary School. The promotion of whole child development, including a restorative aspect to the program gives students skills for life. We support student wellbeing through leadership programs, buddy programs, behaviour educators, junior school council, house system and community events.

During 2024 our respectful relationships work was expanded, leading to clear learning intentions and success criteria in this area. The program topics were worked with to ensure the coverage of all topics over a two year period and clear links to our Play is the Way program were created.

Our wellbeing team has continued to work through the delivery of the teacher development modules to build the capacity of our staff. Teachers continued to focus on wellbeing at all grade levels. The shared responsibility for teams was essential to promoting wellbeing success. Our student wellbeing officer (0.4) continues to provide preventative whole level programs and provide individual support for students and their families.

Our sense of connectedness for years 4-6 was slightly below similar schools and the state average. Our management of bullying in 2024 was slightly below similar schools and the state average.

Our communications with parents are clear through our School Council, newsletter, school Facebook page and the use of 'Compass'. Our focus on the use of Facebook in 2024 has developed to provide families and the community more information and sense of pride around school happenings.

## Engagement

Ferntree Gully North PS has a long history of engaging students in school through connecting strongly to the lives of our students and their interests. The consistent school philosophies, foundation to year 6 and in all specialist areas, values what students bring to school. We promote students building gradual responsibility for their learning. We foster academic, social and personal growth. Our wide ranging programs support development for all students. We provide holistic learning spaces that connect the indoor and outdoor to promote engagement.

During 2024 we maintained a focus on engagement, building our transition programs between levels to ensure students feel comfortable moving between levels and promote connectedness to others through a range of activities. Staff also continued to work on the Respectful Relationships professional learning. We found that this work continued to support our focus on our values and the work to engage students in the school.

Approaching 2025 we have reworked our Play is the Way resources to support an ongoing social program including coverage of Respectful Relationships topics over 2 years.

Our absence data has continued to be low in 2024, below similar schools and the state average. Our average was 15.3 days and the state average was 20.5 days. In 2024 we continued to experience more families taking family holidays. We actively work with parents to monitor and support student attendance on a case by case basis. This work included individual teacher work, office support and regional support where appropriate.

## Other highlights from the school year

In 2024 our full camp program operated for years 3-6 involving 3 day, 2 night events. We returned to offering a wide range of school community events including meet and greet opportunities, maths night, literacy night, Christmas concert and full graduation ceremony for year 6 students. Our school production ran in 2024 where all students participated in the "Pirates of the Curry Bean" with 3 performances at the Karralyka Theatre. The production was an enormous success that included all students providing opportunities for personal growth. The production supported the implementation of our values and the benefits of contributing to a whole school event were enormous.

In 2024 our parents association, GNPA, returned in full swing delivering a range of community events including The Premiers' Reading Challenge, mothers and fathers day stalls and fundraising drives. Our junior school council ran a number of events engaging students and our community including visits to Glengollen, our local aged care facility.

## Financial performance

- (1) The Equity funding reported is a subset of overall revenue reported by Ferntree Gully North Primary School
- (2) Student Resource Package Expenditure figures are as of 16 February 2025 and are subject to

change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll. All funds received from the Department, 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.

**For more detailed information regarding our school please visit our website at [www.ferntree.vic.gov.au](http://www.ferntree.vic.gov.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 302 students were enrolled at this school in 2024, 135 female and 167 male.

4 percent of students had English as an additional language and 3 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).

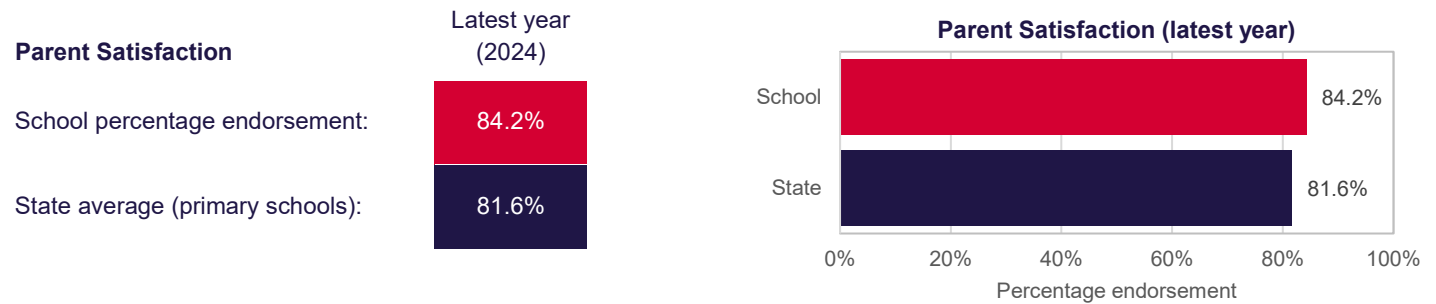
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

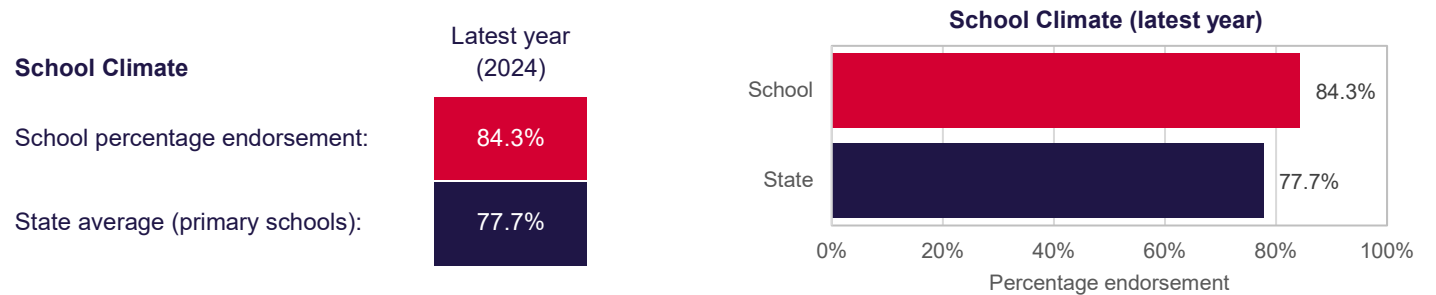


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



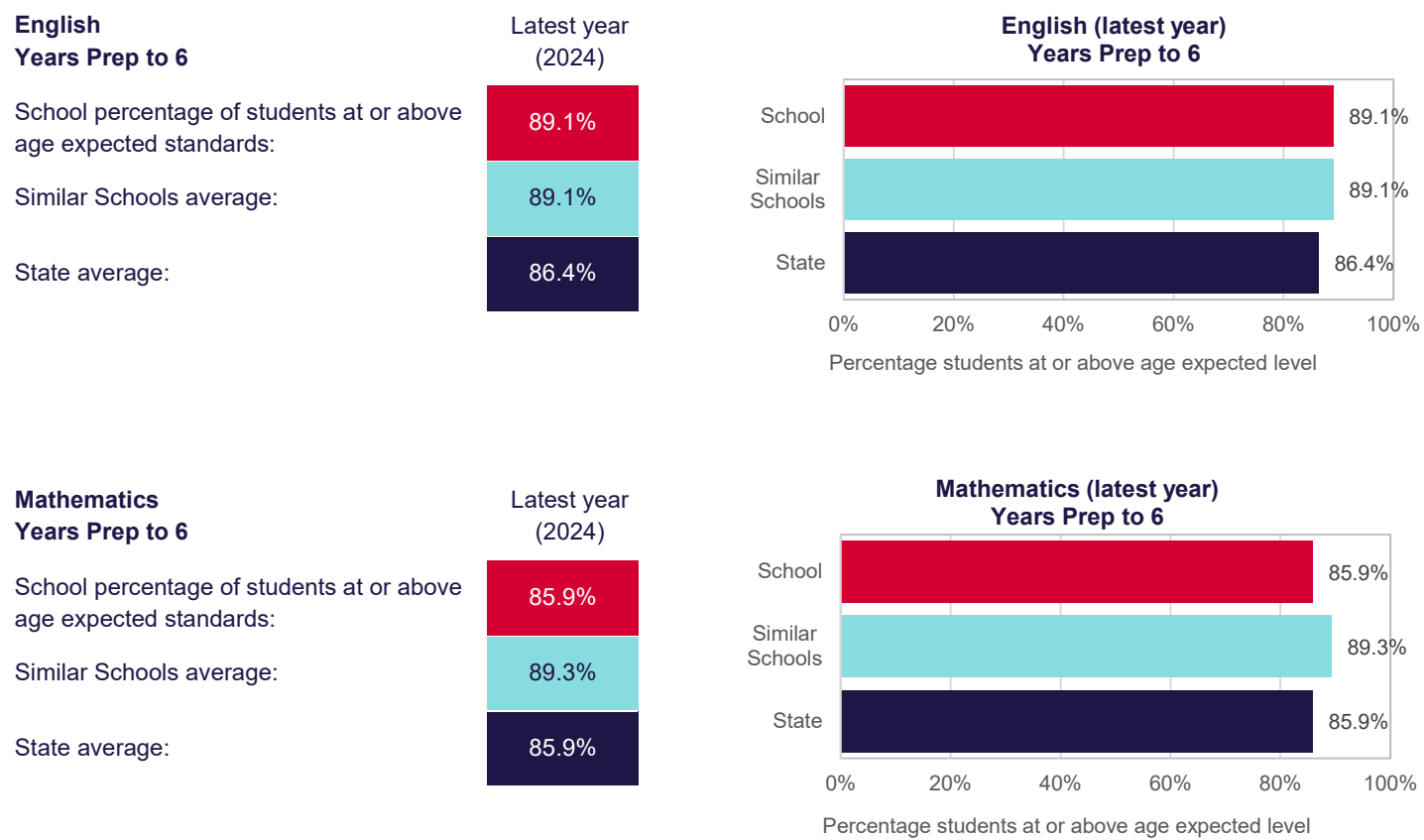


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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



LEARNING (continued)

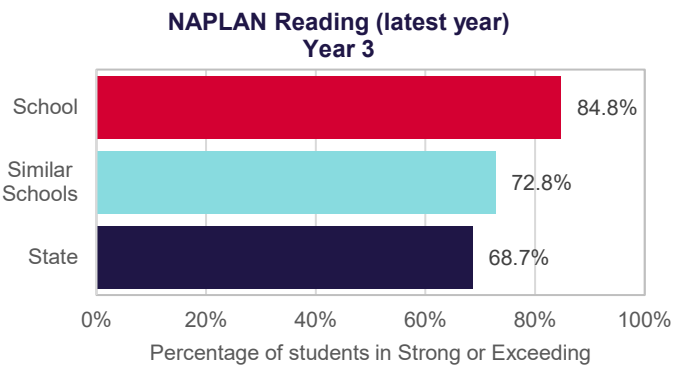
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

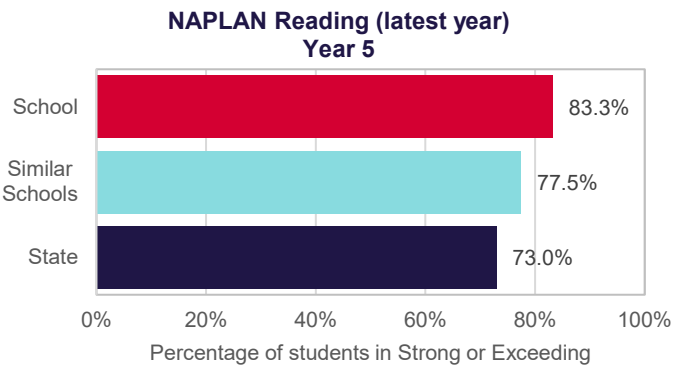
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

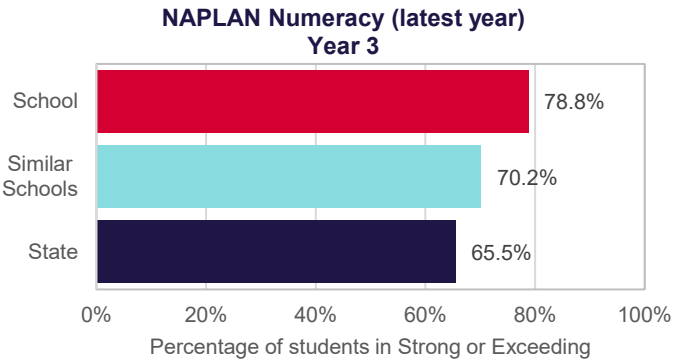
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.8%	80.6%
Similar Schools average:	72.8%	73.5%
State average:	68.7%	69.2%



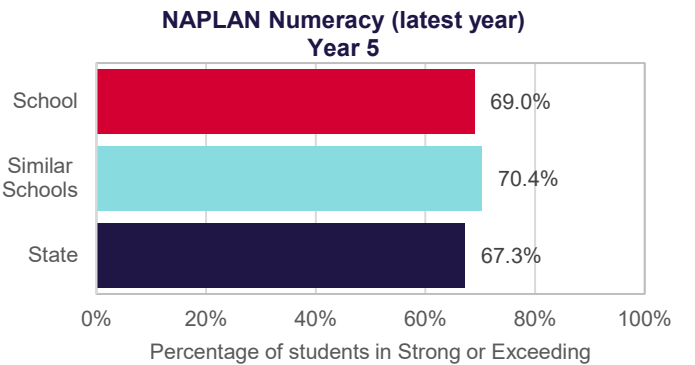
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.3%	80.7%
Similar Schools average:	77.5%	80.3%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.8%	69.4%
Similar Schools average:	70.2%	71.2%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.0%	72.3%
Similar Schools average:	70.4%	72.2%
State average:	67.3%	67.6%

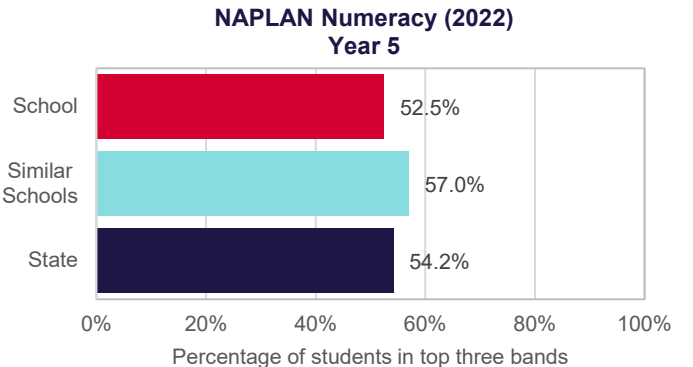
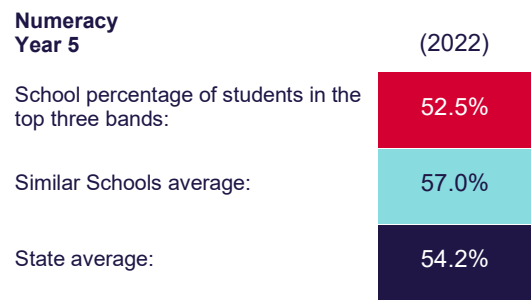
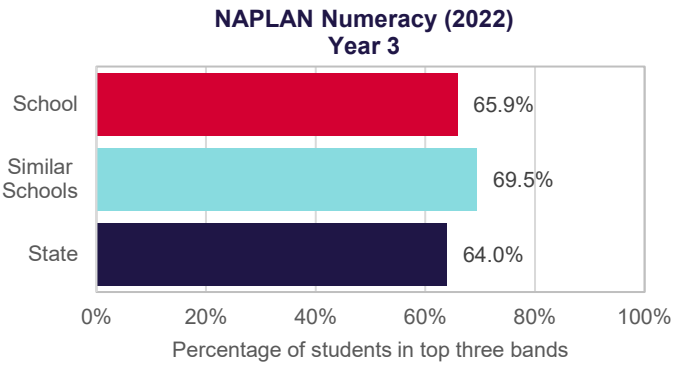
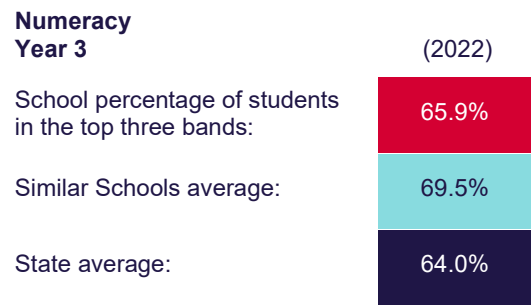
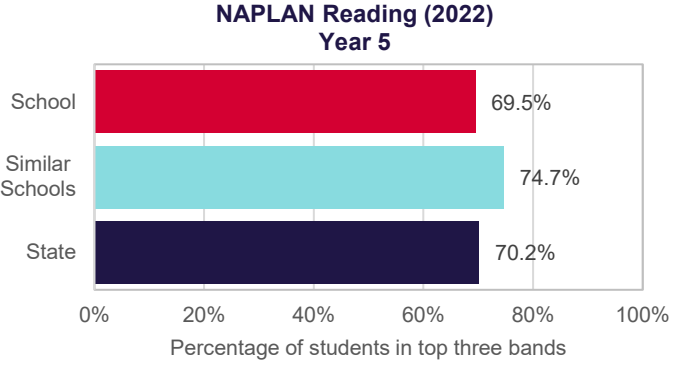
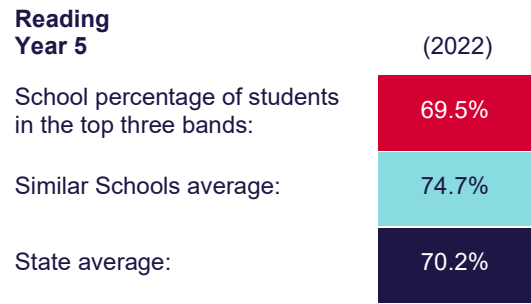
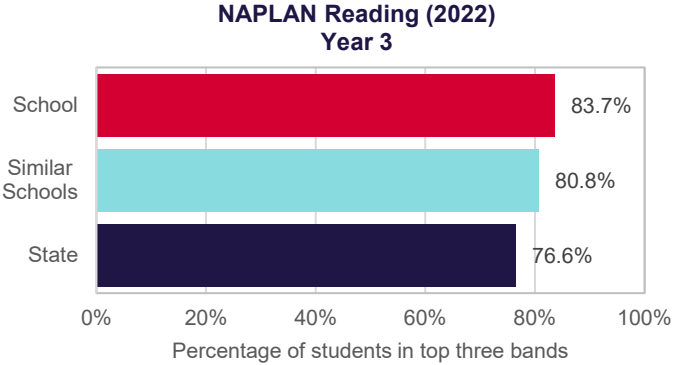
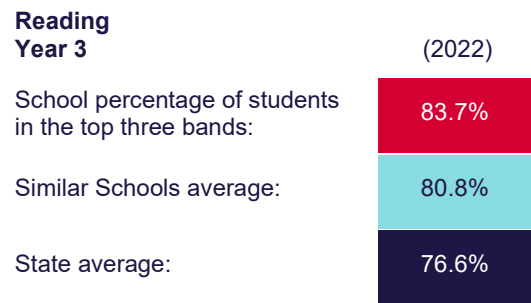


LEARNING (continued)

**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.

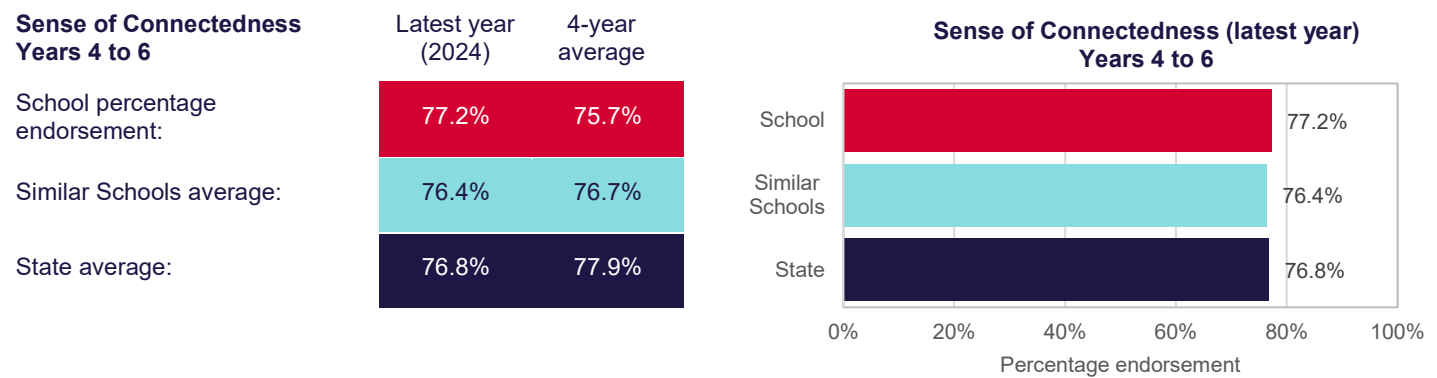


WELLBEING

**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.

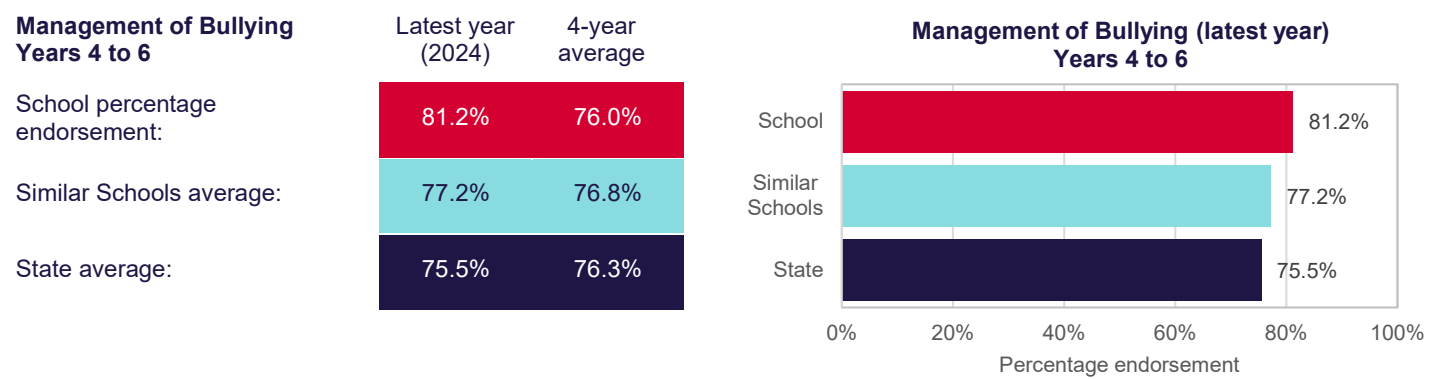
Student Attitudes to School – Sense of Connectedness

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).



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).

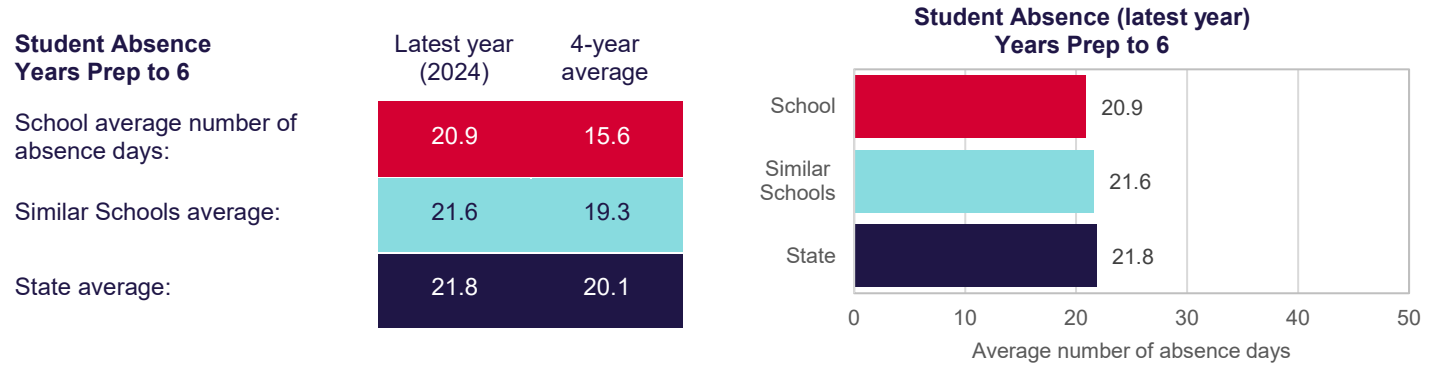


ENGAGEMENT

**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.



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%	91%	88%	89%	87%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,092,469
Government Provided DET Grants	\$309,939
Government Grants Commonwealth	\$6,409
Government Grants State	\$0
Revenue Other	\$20,538
Locally Raised Funds	\$268,508
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,697,863</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$39,758
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$39,758</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,044,106
Adjustments	\$0
Books & Publications	\$4,340
Camps/Excursions/Activities	\$104,443
Communication Costs	\$5,677
Consumables	\$64,962
Miscellaneous Expense <sup>3</sup>	\$14,886
Professional Development	\$11,862
Equipment/Maintenance/Hire	\$58,982
Property Services	\$42,828
Salaries & Allowances <sup>4</sup>	\$108,036
Support Services	\$40,867
Trading & Fundraising	\$24,321
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,775
<b>Total Operating Expenditure</b>	<b>\$3,552,086</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$145,777</b>
<b>Asset Acquisitions</b>	<b>\$59,972</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$332,052
Official Account	\$71,362
Other Accounts	\$26,463
<b>Total Funds Available</b>	<b>\$429,877</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$85,607
Other Recurrent Expenditure	\$4,209
Provision Accounts	\$0
Funds Received in Advance	\$192,737
School Based Programs	\$53,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$45,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$45,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$425,553</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.*

