

2025 Annual Report to the School Community

School Name: Ferntree Gully North Primary School (4718)

Ferntree Gully North Primary School



- 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 February 2026 at 09:36 AM by Susan Dean (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 19 March 2026 at 01:47 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
 - 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

Ferntree Gully North Primary School situated at the base of the Dandenong Ranges. In 2025 the enrolment was 294; 147 female, 147 male. 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 2 principal class, a mental health and wellbeing teacher 0.5/learning specialist 0.5, 20 teaching staff, 6 Education Support (ES) staff, one business manager and 3 part time administration officers. We offer a comprehensive education for our students including the specialist areas of visual arts, performing arts, STEM, cultural program and physical education. Ferntree Gully North Primary School 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 2025 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 2025 our English and maths results for years P-6 were above the state average based on teacher judgements. Our 3 year-average NAPLAN reading strong and exceeding proficiency level results for year 3 and 5 students were above similar schools. Our 2025 year 3 and 5 strong and exceeding proficiency level maths results were above both similar schools and the state average.

Triangulated assessments to confirm teacher judgements were completed towards the end of the year. End of year analysis made clear that in 2025 students have continued to make significant progress. Class teachers worked on creating individual education plans, student support plans and levels of adjustment for students going into 2025. This work also provided us with preparation opportunities for the Tutor Learning Initiative of 2025. We have a program for

Students with Disabilities/Disabilities Inclusion catering for 10 students in 2025 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 2025 we had a strong focus on evaluating our current maths program and implemented Maths 2.0. In 2025 we began preparation for the introduction of The Resilience Program to begin in 2026.

Wellbeing

Ferntree Gully North Primary School'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. 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 2025 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 2-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 EFT) continues to provide preventative whole level programs and provide individual support for students and their families. According to Attitudes to School Survey (AtoSS) results, our sense of connectedness for years 4-6 was slightly below similar schools and the state average. Our management of bullying in 2025 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 2025 has developed to provide families and the community more information and sense of pride around school happenings.

Engagement

Ferntree Gully North Primary School 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 2025 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. Our 2025 AtoSS results demonstrated Year 4-6 positive endorsement of student sense of connectedness and managing bullying was higher than both state and similar schools. 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 2026 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 2025, below similar schools and the state average. Our average was 17.6 days and the state average was 21.7 days. In 2025 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 2025 our full camp program operated for years 3-6 involving 3 day, 2 night events. We offer a wide range of school community events including meet and greet opportunities, maths night, literacy night, Bike Education in years 3/4, Christmas concert and graduation ceremony for year 6 students. Our specialist showcase highlighting our work in all areas ran in 2025. The showcase supported the implementation of our values and the benefits of contributing to a whole school event were enormous. We implemented a range of programs such as Wellbeing Dogs for student support. In 2025 our parents association, GNPA, delivered a range of community events including The Premiers' Reading Challenge, mother's and father's day stalls and fundraising drives. Our junior school council ran a number of events engaging students and our community including fundraising and visits to Glengollen, our local aged care facility.

Our specialist showcase ran in August. This event showcased art talent around our specialist areas of physical education, performing arts, science, visual art and our cultural program.

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 2026 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.

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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 292 students were enrolled at this school in 2025, 139 female and 153 male. 4% 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 **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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	73.1%	
	Similar schools	81.4%	
	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	81.8%	
	Similar schools	79.4%	
	State	77.4%	

LEARNING








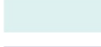

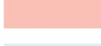


Teacher Judgement of student achievement against the Victorian Curriculum

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	88.2%	
	Similar schools	89.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	87.0%	
	Similar schools	88.3%	
	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	66.0%		74.3%
	Similar schools	73.8%		73.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	64.7%		76.1%
	Similar schools	79.0%		79.8%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	70.8%		70.0%
	Similar schools	71.5%		71.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	70.6%		71.8%
	Similar schools	75.0%		73.1%
	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	48.3%	
	Similar schools	73.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	86.2%	
	Similar schools	72.6%	
	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	86.5%		77.0%
	Similar schools	76.0%		76.3%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	85.6%		77.0%
	Similar schools	78.2%		77.0%
	State	76.4%		75.8%

ENGAGEMENT





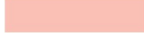

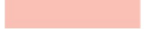
Average absence days per student

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	16.7	17.6
	Similar schools	20.4	20.9
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	93.3%	
Year 1	School	91.6%	
Year 2	School	94.1%	
Year 3	School	90.8%	
Year 4	School	93.4%	
Year 5	School	90.9%	
Year 6	School	87.9%	

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	\$3,223,270
Government Provided DET Grants	\$321,805
Government Grants Commonwealth	\$1,924
Government Grants State	\$0
Revenue Other	\$22,011
Locally Raised Funds	\$267,484
Capital Grants	\$0
Total Operating Revenue	\$3,836,494

Equity	Actual
Equity (Social Disadvantage)	\$41,058
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$41,058

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

Expenditure	Actual
Student Resource Package ¹	\$3,302,827
Adjustments	\$0
Books & Publications	\$3,031
Camps/Excursions/Activities	\$93,554
Communication Costs	\$3,869
Consumables	\$74,440
Miscellaneous Expenses ²	\$7,731
Agency Staff	\$65,745
Professional Development	\$11,801
Equipment/Maintenance/Hire	\$50,850
Property Services	\$94,982
Salaries & Allowances ³	\$25,118
Support Services	\$26,212

Expenditure	Actual
Trading & Fundraising	\$25,019
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$462
Utilities	\$20,981
Total Operating Expenditure	\$3,806,622
Net Operating Surplus/-Deficit	\$29,873
Asset Acquisitions	\$15,007

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	\$409,295
Official Account	\$24,117
Other Accounts	\$30,091
Total Funds Available	\$463,503

Financial Commitments	Actual
Operating Reserve	\$83,966
Other Recurrent Expenditure	\$20,687
Provision Accounts	\$302
Funds Received in Advance	\$80,000
School Based Programs	\$65,866
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	\$1,686
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$252,507

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.