2025 Annual Report to the School Community

School Name: Fitzroy North Primary School (1490)

- 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 20 April 2026 at 03:32 PM by Tania Sorbello (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 21 May 2026 at 06:28 AM by Nicholas England (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

Fitzroy North Primary School embraces both tradition and innovation, fostering a modern, vibrant and inclusive learning environment. Established in 1875 and located in an inner-suburban setting, the school serves a diverse community. In 2025, FNPS had a student enrolment population 358 students, supported by a dedicated team of 28.9 full-time equivalent staff, including 2.0 Principal class members, 1.0 Learning Specialist, 1.0 Leading Teacher, 20.73 Teachers, and 4.17 Education Support Staff.

Diversity is a defining feature of the school community, with students representing seventeen cultural language groups in 2025. A strong culture of inclusion underpins all aspects of school life, ensuring every student feels a genuine sense of belonging. Learning is guided by the core values of Kindness, Respect and Resilience, and supported through a curriculum that promotes critical thinking, creativity and student agency.

Teaching and learning is grounded in the Victorian Curriculum 2.0, with strong foundations in literacy and numeracy developed through deliberate, evidence-based practice. The International Baccalaureate Primary Years Program underpins the school's transdisciplinary approach; enabling students to develop deep conceptual understanding, think critically, and apply their learning in authentic contexts.

Specialist programs are offered in Visual Arts, Music, Languages (Italian and Auslan) and Physical Education. Students also engage in weekly STEM learning, participate in the Stephanie Alexander Kitchen Garden Program, and access the school library. Additional opportunities include an Out of School Hours Care program and instrumental music lessons, supporting students and families beyond the classroom.

Fitzroy North Primary School is committed to high expectations, academic excellence and global citizenship, underpinned by strong support for every learner. Central to this is a belief in student voice, agency and leadership, with authentic opportunities for learners to contribute meaningfully to their school and broader community.

In 2025, the school proudly celebrated its 150th Anniversary. This milestone was marked through a range of whole-school events, including the planting of “150 Seeds for 150 Years” at the Welcome Picnic, a Colour Run, the annual fete, the creation of a 2025 Time Capsule, and a whole-school production exploring the school’s rich history, alongside numerous classroom-based learning experiences.

Progress towards strategic goals, student outcomes and student engagement

Learning

Fitzroy North Primary School is committed to delivering a rich, dynamic learning program tailored to the needs of every learner. Through explicit and experiential student-centred teaching approaches, students engage in meaningful, rigorous learning that fosters intellectual growth, collaboration and deep engagement.

In 2025, the school continued to provide high-quality learning experiences and celebrate key achievements, including moving through the process of, and achieving, International Baccalaureate Primary Years Programme accreditation as a PYP World School. In addition, the whole-school Auslan implementation, the expansion of STEM and digital technologies and targeted investment in literacy and numeracy resources further enhanced the teaching and learning programs. Professional learning remained a priority, with a strong focus on curriculum, pedagogy and restorative practices to support both student outcomes and staff development.

FNPS recognises ongoing professional development as central to building staff capability and ensuring consistency of practice. In 2025, this included a focus on the Victorian Teaching and Learning Model 2.0, Systematic Synthetic Phonics, and the International Baccalaureate Primary Years Programme. Through Professional Learning Communities, teachers collaborated using data to refine teaching in English and Mathematics. The continuation of Continuous Reporting provided families with timely, accessible feedback, while targeted support was delivered through the Tutor Learning Initiative and Individual Education Plans.

To further strengthen practice, the school embedded Learning Walks and peer observations, supporting a culture of feedback and continuous improvement. A consistent, collaborative approach to planning ensured high-quality lesson design and effective implementation of key teaching strategies. This is reflected in the School Staff Survey, where “Teaching and Learning Practice Improvement” increased from 64% in 2024 to 74% in 2025, and “Collective Efficacy” rose from 80% to 89%. 'School Climate' results also strengthened significantly, moving from 70% in 2024, to 83% in 2025.

A strong culture of high expectations and continuous improvement underpins a positive learning environment where every child can thrive. This is reflected across the broader school community, with Parent and Caregiver Survey results for “School Ethos and Environment” increasing from 59% in 2024 to 75% in 2025, and Staff Opinion Survey results for “Collective Focus on Student Learning” rising from 70% in 2024 to 82%. Student endorsement of “Sense of Connectedness” also improved from 71% to 82% across the 2024 - 2025 period, highlighting strengthened trust, alignment and collective efficacy.

These disciplined, evidence-based approaches have resulted in sustained improvement. In the 2025 School Performance Report, FNPS maintained its status as a High Performing School in the Learning Domain and, for the first time, also achieved a High rating in the Wellbeing Domain.

Wellbeing

At Fitzroy North Primary School, we are committed to providing a safe, inclusive and nurturing environment where students develop strong social competencies, resilience and self-esteem. We recognise and celebrate the diverse strengths and interests of our learners, supporting individual pathways across all areas of the curriculum. This responsive and supportive culture enables students to focus on what matters most; engaging deeply in learning, building resilience and striving to achieve their personal best.

Student responsibility is a key focus, with learners encouraged to take ownership of their actions and interactions. Our comprehensive wellbeing program includes both whole-school and targeted supports, such as counselling, grief and trauma support, behaviour support plans and cognitive assessments. Where needed, we also work closely with external agencies to ensure students receive appropriate, holistic care.

In 2025, the school strengthened its commitment to inclusive education through the Disability Inclusion initiative, led by our Leading Teacher. This work included refining behaviour support processes and embedding the FNPS behaviour matrix to ensure consistency of responses across the school. Our continued partnership with Real Schools further strengthened restorative practices; building the confidence of both staff and students to resolve conflict and repair relationships. Successful Disability Inclusion funding applications also enabled the recruitment of two additional Education Support staff, enhancing our capacity to meet diverse learning needs.

As a Respectful Relationships Lead School, we continued to prioritise student voice and agency while targeting improvements in student perceptions of bullying. This work is reflected in Attitudes to School Survey data, with positive endorsement of “Management of Bullying” increasing from 68% in 2024 to 86% in 2025.

Through these deliberate and sustained efforts, Fitzroy North Primary School continues to foster a positive, inclusive and supportive culture where every child can thrive.

Engagement

Fitzroy North Primary School is committed to preparing students to be successful learners and active, informed global citizens. Through experiential and service-based learning, students develop the confidence, creativity and capability to contribute meaningfully to both their local community and an ever-evolving world. Our personalised approach supports the development of key 21st-century skills, including critical and creative thinking, problem-solving, collaboration, communication and effective use of technology, alongside a comprehensive curriculum spanning Languages, Science, Physical Education and The Arts.

Student regular attendance and punctuality are strongly prioritised, with rates slightly lower than the state average, ensuring continuity of learning and a smooth progression for all students.

A comprehensive transition program supports students and families at every stage of their journey. Kindergarten to Prep transition includes information sessions and classroom visits, supported by strong partnerships with local early childhood settings. The annual Step-Up program enables students in Years 1–5 to connect with their new teachers and learning environments prior

to the end of the school year. For Year 6 students, a structured transition program, including visits to local secondary colleges and targeted leadership opportunities, builds confidence, resilience and readiness for the next phase of schooling.

Strong partnerships between school and home are a key feature of the FNPS community. Families are actively engaged through programs such as Classroom Helpers, Grade 5/6 Speakers and event volunteering, as well as regular open mornings and afternoons where students share their learning. Family–Teacher Learning Conversations, held in Terms 1 and 3, further strengthen these connections and support shared understanding of each child's progress.

In 2025, the school continued to strengthen its teaching and learning program through the authorisation process for the International Baccalaureate Primary Years Programme. Following a successful consultancy visit, Fitzroy North Primary School is now an accredited International Baccalaureate World School, providing students with authentic opportunities to apply the learning attained through explicit teaching in a manner that is aligned with the Victorian Curriculum and focused on developing the attributes of lifelong learners.

This focus drove significant improvements in student engagement, as reflected in the Attitudes to School Survey (AToSS). Between 2024 and 2025, "Stimulated Learning" increased from 72% to 82%, "Differentiated Learning Challenge" from 79% to 86%, and "Student Voice and Agency" from 55% to 78%. "Motivation and Interest" also showed strong growth across this period, increasing from 72% to 84%.

An active and engaged parent and carer community further enriches school life, providing regular opportunities for connection, participation and celebration across the broader FNPS community.

Other highlights from the school year

Throughout 2025, Fitzroy North Primary School implemented a range of initiatives to strengthen student, staff and community engagement, while driving ongoing school improvement, including:

School Improvement:

- Completion of the Junior Playground
- Design and commencement of the Fergie Street Landscaping Project
- Introduction of the 'Zen Den', a dedicated space supporting student regulation and wellbeing, including the purchase of specialised furniture and resources
- Replacement of fencing along Best Street and commencement of new fencing along Fergie Street, with remaining works scheduled for completion in early 2026 (resulting in the renewal of all school fencing, excluding Alfred Crescent, over a two-year period)
- Painting of internal and external spaces, including the hall, classrooms, library and corridors
- Purchase of additional furniture to support newly renovated learning spaces
- Ongoing community working bees

Additional Engagement Opportunities:

- 150th Anniversary celebrations
- Student clubs (Coding, Art, Board Games, Library, Dance, Performing Arts, Gardening)
- Sporting achievements, including student representation in swimming, athletics, gala days and state-level competitions
- Application to become a ResourceSmart School, supporting sustainability initiatives within the community
- FNPS Fete
- 100 Days of Prep celebration
- Little Long Walk
- Harmony Day
- Rainbow Day
- Whole-school production
- Welcome and end-of-year picnics
- Colour Run
- Foodbank charity drive
- Information sessions and tours for prospective families
- Camps and excursions
- Choir performances
- Kindergarten visits

Financial performance

In 2025, Fitzroy North Primary School maintained strong financial governance, adhering to Department of Education and Training requirements. Clear delegation of responsibilities ensured robust processes for budgeting, receipting and expenditure, with oversight provided by School Council, supported by the Principal, Business Manager and Finance Sub-Committee. The school's Student Resource Package (SRP) recorded a salary surplus of $36,643.

The Out of School Hours Care (OSHC) program generated $132,400 in revenue, compared to $156,474 in 2024. The 150th Anniversary FNPS Fete was a significant success, raising approximately $88,565 to support the ongoing enhancement of indoor and outdoor learning environments. Parent contributions totalled $13,928 to the Building Fund and $13,225 to the Library Fund, while $10,525 was donated to the Student Support Fund to assist families in need.

Community contributions for essential curriculum items were paid at an average rate of 62%, a decrease from 74% in 2024. This was partially offset by the Government's School Saving Bonus, which supported families in accessing resources for their child's learning.

Overall, the school achieved a net operating surplus of $229,677. A portion of this surplus was expected to be expended in 2025 on the Fergie Street Landscaping project and new boundary

fencing, however this has been carried forward for these projects to be undertaken / completed in 2026.

This positive financial position, combined with strong outcomes in 2024, places the school in a sound position to deliver planned improvements and strategic initiatives into 2026 and beyond.

For more detailed information regarding our school please visit our website at https://fitzroynthps.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 358 students were enrolled at this school in 2025, 180 female and 178 male. 13% had English as an additional language and NDA 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**	**75.8%**
	Similar schools	78.3%
	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**	**82.5%**
	Similar schools	79.9%
	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**	**94.4%**
	Similar schools	93.7%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**90.5%**
	Similar schools	92.7%
	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**	**87.5%**	**84.5%**
	Similar schools	83.3%	83.0%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**89.8%**	**90.3%**
	Similar schools	87.2%	88.0%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**83.7%**	**77.8%**
	Similar schools	80.2%	80.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**77.1%**	**85.7%**
	Similar schools	82.4%	81.6%
	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**	**86.7%**
	Similar schools	78.8%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**68.2%**
	Similar schools	73.0%
	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**	**82.4%**		**71.1%**
	Similar schools	76.4%		77.5%
	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**	**86.5%**		**68.4%**
	Similar schools	74.3%		75.4%
	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**	**20.3**	**20.6**
	Similar schools	18.5	18.9
	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**	**91.0%**	
Year 1	**School**	**90.1%**	
Year 2	**School**	**89.8%**	
Year 3	**School**	**89.3%**	
Year 4	**School**	**88.6%**	
Year 5	**School**	**90.6%**	
Year 6	**School**	**89.1%**	

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	$3,525,036
Government Provided DET Grants	$419,495
Government Grants Commonwealth	$4,655
Government Grants State	$0
Revenue Other	$54,568
Locally Raised Funds	$666,622
Capital Grants	$0
Total Operating Revenue	**$4,670,377**

Equity	Actual
Equity (Social Disadvantage)	$28,214
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$28,214**

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

Expenditure	Actual
Student Resource Package[1]	$3,492,815
Adjustments	$0
Books & Publications	$6,251
Camps/Excursions/Activities	$168,495
Communication Costs	$4,128
Consumables	$89,010
Miscellaneous Expenses[2]	$39,244
Agency Staff	$94,826
Professional Development	$17,285
Equipment/Maintenance/Hire	$83,434
Property Services	$208,407
Salaries & Allowances[3]	$75,185
Support Services	$45,184

Expenditure	Actual
Trading & Fundraising	$72,424
Motor Vehicle Expenses	$0
Travel & Subsistence	$144
Utilities	$43,869
Total Operating Expenditure	**$4,440,699**
Net Operating Surplus/-Deficit	**$229,677**
Asset Acquisitions	**$340,403**

[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	$912,623
Official Account	$33,569
Other Accounts	$81,087
Total Funds Available	**$1,027,280**

Financial Commitments	Actual
Operating Reserve	$157,981
Other Recurrent Expenditure	$18,096
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$257,000
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$70,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$503,077**

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.