

2025 Annual Report to the School Community

School Name: Williamstown North Primary School (1409)



- 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 06 May 2026 at 04:05 PM by Shevani Moodley (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 13 May 2026 at 12:56 PM by Shevani Moodley (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

At Williamstown North Primary School, the vision is to become a dynamic and inclusive learning community that aims to promote personal excellence, critical thinking, and empowerment. The school is located in the inner west, on Melbourne Rd, with a railway station and 3 other local governments schools nearby.

Our values are:

- Respect: Treat others with consideration and respect another person's point of view.
- Responsibility: Be accountable for one's own actions, resolve differences in constructive and peaceful ways, contribute to society and civic life and take care of the environment.
- Doing your Best: Seek to accomplish something worthy and admirable, try hard and pursue personal excellence.
- Resilience: Be equipped to successfully bounce back from setbacks, changes or disappointments.

The enrolment numbers were 601 students with an SFOE of 0.093. There were 26 EAL enrolments, 2 Aboriginal enrolments, 0 out of home care enrolments, and 232 NCCD enrolments.

The grade structure was as follows: 3X Year Prep classes, 3X Year 1 classes, 4X Year 2 classes, 3X Year 3 classes, 4X Year 4 classes, 4X Year 5 classes, 3X Year 6 classes, 1X Year 5/6 classes. Five Specialist classes also operated as per the following structure: Physical Education (1 full-time, and 1 part-time staff), Performing Arts, Visual Arts, LOTE - Japanese (2 part-time staff), and STEM. There were also a total of 11 Education Support staff members who worked on varying part-time schedules and timetables.

Progress towards strategic goals, student outcomes and student engagement

Learning

In progressing towards our goal of improving student achievement and learning growth, in Literacy and Numeracy, we adopted and refined evidence-based practices. As a school, we focussed on implementation of consistent routines, adopted a strength/relationship-based approach, and re-imaged the Start Up program into a Learning to Learn program so that students felt ready and supported to learn.

Both NAPLAN and teacher judgement continued to indicate improvement, with the school placed in the High Performance Group. The percentage of students achieving Strong or Exceeding levels in Year 3 Reading remained high, although slightly below that of 'like-schools'. NAPLAN writing data showed positive improvement, as Williamstown North PS performed above similar groups in both Reading and Writing, and with a reduction in the number of students requiring additional support. In Numeracy, the

percentage of students who demonstrated High or Medium relative growth in NAPLAN was strong, as the school performed well above the similar schools group.

Although there were positives to celebrate within this data, a continued focus on adaptive and responsive teaching, and embedding evidence-based practices supported the school's goal of increasing the amount of students in the Exceeding NAPLAN band. Staff also engaged with department of education experts and participated in professional learning related to Cognitive Load theory and best practice in Explicit-Direct Instruction in support of improving student learning outcomes.

Students with disability and/or additional learning needs were well supported through a range of targeted practices designed to optimise learning, inclusion, and wellbeing. Individual Education Plans (IEPs) were written, implemented, and reviewed in collaboration with families, allied health professionals, teachers, and middle leaders within the school.

Wellbeing

At Williamstown North Primary, we remained committed to improving the wellbeing of all students. While we did not meet all of our targeted outcomes in the Attitudes to School Survey (AtoSS), this provided an important opportunity for reflection and growth.

We continued to provide comprehensive professional learning and coaching opportunities based on Positive Classroom Management Strategies (PCMS). Staff coaching and modelling played a vital role in embedding inclusive and wellbeing-focused practices across all classrooms. Through collaborative coaching, teachers were supported to reflect on their practice and build confidence. Instructional leaders and peers modelled inclusive approaches—such as differentiated teaching, respectful relationships, and proactive wellbeing supports—making effective practice visible and achievable.

We began the process of establishing clear, shared expectations and explicitly taught positive behaviours. SWPBS created a common language across the school that supported both students and staff. This framework enabled us to recognise and reinforce positive behaviours, respond to challenges with consistency, and use data to guide decision-making.

We saw encouraging improvements in student attendance, which reflected a strong, collective commitment to engagement and wellbeing across the school. By strengthening relationships with families, closely monitoring attendance data, and responding early to emerging concerns, staff were able to support students to attend more regularly and consistently. A focus on creating safe, inclusive, and engaging learning environments also played a key role in making school a place where students wanted to be. These positive trends not only supported stronger academic outcomes but also reinforced a sense of belonging and connection for every student.

Engagement

Our efforts to meet targets for stimulated learning, motivation and interest, as well as voice and agency, were not as successful as anticipated. While some strategies were implemented, they did not consistently translate into the high level of student engagement and ownership we had aimed for.

In terms of stimulated learning, activities were planned to encourage curiosity and deeper thinking; however, these approaches were not always sufficiently differentiated or responsive to student needs. As a result, some learners remained passive rather than actively engaged in the learning process.

Similarly, our attempts to build motivation and interest had mixed outcomes. Although there were numerous moments of enthusiasm, these were not sustained across the cohort. This suggested that the learning experiences may not have consistently connected with students' interests, prior knowledge, or real-world contexts in a meaningful way.

As discussed in the wellbeing section, we worked hard on trying to provide opportunities for authentic student voice. Students are encouraged to share their perspectives through a range of meaningful avenues—such as surveys, classroom discussions, leadership roles, and co-design of learning experiences—ensuring their ideas helped shape decisions that affect them. This approach moved beyond tokenism, empowered students to be active participants in their learning and wellbeing. By listening to and acting on student feedback, we strengthened engagement, fostered a sense of ownership, and created a culture where every student felt heard, respected, and valued.

After reflecting on current practices, a more intentional and consistent approach is needed. We realised that we needed to include designing more differentiated and student-centered learning experiences, incorporated authentic choices, and built stronger connections between content and students' lives. We continued to upskill staff in implementing VTLM 2.0 to strengthen practice in these areas and ensured learning experiences are more engaging, responsive, and effective. Ongoing reflection, student feedback, and adjustments to practice have been essential to better meet these targets.

Financial performance

The school experienced positive financial support from the school community with over 65% of families paying all voluntary essential items costs. Administration and leadership staff remained stable without any changes to the Principal, finance or general administration teams who were then able to work closely with School Council and the Finance Committee to fiscally monitor program budgets, local payroll management as well as assist the Principal in decisions relating to staffing arrangements and class structures. All School Council members undertook School Council governance training which has become an annual task and became more familiar with the Student Resource Package funding model, including credit and cash allocations/expenses and targeted funding. The school was able to raise local funds through the OSCH, facilities hire and several small fundraisers such as the Walkathon. While enrolments have continued to fluctuate, workforce adjustments have supported a balanced mix of teaching and education support staff across all career stages. This has contributed to the school maintaining a positive credit position and finishing the year in surplus. Ongoing workforce planning will remain a priority as the school responds to changing enrolment trends.

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 602 students were enrolled at this school in 2025, 275 female and 327 male. 6% had English as an additional language and NDP 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	66.7%	
	Similar schools	75.8%	
	State	82.0%	

School Staff Survey

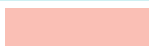
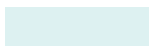
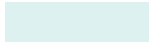
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	75.4%	
	Similar schools	78.0%	
	State	77.4%	

LEARNING

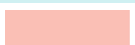
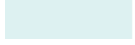
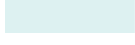
Teacher Judgement of student achievement against the Victorian Curriculum

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	95.8%	
	Similar schools	94.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	95.6%	
	Similar schools	94.5%	
	State	84.2%	

NAPLAN

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

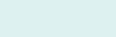
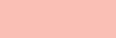
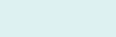
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	81.6%		81.9%
	Similar schools	84.4%		84.2%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	88.3%		85.0%
	Similar schools	89.5%		89.2%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	82.9%		85.4%
	Similar schools	82.7%		82.9%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	83.8%		81.8%
	Similar schools	85.0%		83.4%
	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	76.7%	
	Similar schools	79.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	82.2%	
	Similar schools	75.8%	
	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	64.1%		70.1%
	Similar schools	74.5%		75.3%
	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	63.9%		67.9%
	Similar schools	73.2%		73.2%
	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	18.9	20.4
	Similar schools	17.8	18.3
	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	93.1%	
Year 1	School	90.5%	
Year 2	School	92.3%	
Year 3	School	91.2%	
Year 4	School	89.0%	
Year 5	School	90.2%	
Year 6	School	88.3%	

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	\$6,384,967
Government Provided DET Grants	\$549,811
Government Grants Commonwealth	\$1,162
Government Grants State	\$0
Revenue Other	\$89,868
Locally Raised Funds	\$899,123
Capital Grants	\$0
Total Operating Revenue	\$7,924,931

Equity	Actual
Equity (Social Disadvantage)	\$24,463
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$24,463

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

Expenditure	Actual
Student Resource Package ¹	\$6,193,985
Adjustments	\$0
Books & Publications	\$3,608
Camps/Excursions/Activities	\$353,342
Communication Costs	\$3,472
Consumables	\$140,761
Miscellaneous Expenses ²	\$81,477
Agency Staff	\$237,632
Professional Development	\$82,768
Equipment/Maintenance/Hire	\$23,747
Property Services	\$190,617
Salaries & Allowances ³	\$231,911
Support Services	\$58,094

Expenditure	Actual
Trading & Fundraising	\$80,330
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,882
Total Operating Expenditure	\$7,733,627
Net Operating Surplus/-Deficit	\$191,304
Asset Acquisitions	\$7,721

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	\$99,738
Official Account	\$42,509
Other Accounts	\$44,551
Total Funds Available	\$186,798

Financial Commitments	Actual
Operating Reserve	\$256,607
Other Recurrent Expenditure	\$11,104
Provision Accounts	\$2,613
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$3,200
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,041
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$365,566

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.