

2025 Annual Report to the School Community

School Name: Essendon North Primary School (4015)



- 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 13 March 2026 at 01:43 PM by Kate Barletta (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 March 2026 at 01:43 PM by Kate Barletta (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

Essendon North Primary School (ENPS) is located 12kms from the city of Melbourne and is a very diverse and caring community. In 2025, we had 628 students and 61 staff. Our school has four principal class members, and we commenced the year with four Learning Specialists (two substantive and two acting positions) and nine Professional Learning Communities (PLC). Classes are in straight year levels, with 28 classes across the seven year levels.

The diversity and inclusivity of our school is at the heart of all we do, with 34% of students speaking a language other than English at home, and 48 different languages spoken by students within our community.

At ENPS, our vision is to be 'Global learners and leaders, exceeding expectations.' Our mission is 'We maximise the potential of all; empowering independence, excellence, innovation and critical engagement with the world.' We believe in our Guiding Statements, and as a learning community, are committed to embedding these within the fabric of our school. We are Brave, Bold and Connected. In 2025, our school has an International membership with the Council of International Schools (CIS) and authorisation with the International Baccalaureate, offering the Primary Years Programme (PYP), however an extensive review was undertaken to evaluate our connections with these international organisations. Aligned with our Guiding Statements, this is reflective of our commitment to high quality, challenging, international education that Essendon North Primary School believes is important for our students and for our community.

Our school continues to offer a broad curriculum and an extensive co-curricular program that enables our students to experience new challenges and opportunities beyond the classroom. From Foundation to Year Two, our focus is on establishing solid foundations in Literacy and Numeracy, and from years 3 to 6 our focus builds breadth and depth. The focus on an inquiry-based curriculum that utilises and extends the application of contemporary learning technologies in collaborative learning environments provides engaging and stimulating opportunities for students to extend themselves and maximise their potential. These learning opportunities and improvements are supported through an explicit and proactive lens of wellbeing.

At ENPS, we have developed a comprehensive program and service structure for students with additional and complex needs including participation in the Victorian Student Excellence Program and external opportunities (Gateways, International Competitions and Assessments for Schools (ICAS), Science Talent Search) and comprehensive support for students with disabilities and students at risk. In 2025 the Disability Inclusion (DI) Reform was further implemented at ENPS.

In our quest for continuous school improvement and high expectations for quality learning outcomes for students, an extensive review of our instructional models and approach to learning and teaching took place throughout 2025. As a result, throughout the year, an extensive audit of our curriculum documentation and more broadly, our approaches to both learning and teaching, was undertaken.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2025 we have continued reviewing and reflecting on our pedagogical practices and instructional models to create greater alignment with the elements of learning and teaching detailed in the VTLM 2.0. Our 2025 analysis of both teacher judgement data and the National Assessment Program – Literacy and Numeracy (NAPLAN) results reflect evidence of impact, however we are mindful of cohort fluctuations and will continue to monitor achievement data on a long term basis.

In 2025, our AIP goal was to increase the proportion of students in Year 3 in the ‘Strong and Exceeding’ proficiency level of NAPLAN reading from 76% in 2024 to 84% in 2025, to create greater alignment with data sets at ‘similar schools’. This goal was surpassed with 93% of Year 3 students achieving in the top two proficiency levels in reading, which is higher than similar schools at 86%.

Our AIP goal was to increase the proportion of students in Year 5 in the ‘Strong and Exceeding’ proficiency level of NAPLAN reading from 85% in 2024 to 88% in 2025, to create greater alignment with data sets at ‘similar schools’. This goal was surpassed with 97% of Year Five students achieving in the top two proficiency levels in reading, which is higher than similar schools at 89%.

Our AIP goal was to increase the proportion of students in Year 3 in the ‘Strong and Exceeding’ proficiency level of NAPLAN numeracy from 76% in 2024 to 84% in 2025, to create greater alignment with data sets at ‘similar schools’. This goal was surpassed with 85% of Year Three students achieving in the top two proficiency levels in numeracy, which is equal to similar schools.

Our AIP goal was to increase the proportion of students in Year 5 in the ‘Strong and Exceeding’ proficiency level of NAPLAN numeracy from 69% in 2024 to 80% in 2025, to create greater alignment with data sets at ‘similar schools’. This goal was surpassed with 89% of Year Three students achieving in the top two proficiency levels in numeracy, which is equal to similar schools.

In another positive trend, the number of Needs Additional Support (NAS) students in each of the curriculum and more specifically, reading and numeracy in both Years 3 and 5 in NAPLAN has decreased.

Curriculum documentation and lesson planning from Foundation to Year 2 now consistently reflects our commitment to implementing systematic synthetic phonics. Teaching teams have aligned instructional sequences with evidence-based practices, and planning documentation demonstrates increased consistency across year levels. Professional learning sessions and targeted coaching have strengthened teacher knowledge and confidence in delivering this approach. Early student data (formative assessment and phonics screening checks) indicate improvement in foundational reading skills, particularly in phonemic awareness and decoding. Year 1 students completed the new mandated DET Phonics Check assessment in Term 3. In our first six months of using Phonics Plus, we have 74.1% of students at or above expected level.

Wellbeing

Throughout 2025, as a school we have continued to strengthen our school wide approach to tiered support systems to foster the wellbeing and mental health of students. Wellbeing has dedicated time in all year levels and is complemented by a further specialist subject; Health and Wellbeing, which all students participate in for an hour each week.

Throughout the year, all staff have engaged in professional development regarding inclusive teaching practices and providing adjustments to learning using a tiered system of support. We have regularly engaged with both internal and external expertise to strengthen our shared understanding and collective capacity to maximise the personal and social capabilities of every student.

In 2025, our Attitudes to School Survey data reflects an increase in student positive endorsement and exceeded in all Annual Implementation Plan target areas. This student perception data continues to be on par with or above similar schools, and above the statewide results.

The 2025 Parent Opinion Survey surpassed three of the four AIP target areas. In 2025 the Parent Opinion general satisfaction results significantly out performed both state and similar schools with an overall 90.8% positive endorsement. Further learning has been undertaken by students, staff and our community in our School Wide Positive Behaviour Support (SWPBS) Matrix and practices, and continues to elevate our collective expectations and support us to enhance social and emotional learning outcomes.

Our community is increasingly informed on school-wide behaviour expectations and wellbeing initiatives, through our newsletter and behavioural expectations shared via Compass. Our home and school partnerships have been strengthened through effective communication and correspondence, with families feeling informed and valued as part of the ENPS community.

It is evident that our community values our focus on student wellbeing and inclusive learning environments, along with academic excellence. Consistent positive behavioural expectations and experiences for staff, students and community members will remain a focus in 2026.

Engagement

In 2025, student attitudes to attendance (through the Attitudes to School Survey Yr 4-6) was at 89% positive endorsement, exceeding similar, network and state data. While this is certainly positive, the percentage of students with 20 days or more absent continues to be above similar and network schools. This has been an ongoing trend and continues to be primarily attributed to extended family holidays. With a focus in 2025 on effective home and school partnerships, increased communication was provided to families regarding student absences, late arrivals and early departures, and the subsequent impact on learning. In 2025 a dedicated Attendance Officer has continued to work closely with the Executive Team to ensure appropriate follow up on absences. This has been further supported through consultation with regional staff and Student Support Services.

From a student perspective, through the Attitudes to School Survey (Yr 4-6), the significantly positive endorsement of Stimulated Learning (87%), Differentiated Learning Challenge (87%),

Sense of Inclusion (90%) and Student voice and agency (70%) correlate with positive attitudes towards school attendance, and are all above similar school and state data.

As a school in 2025 our strategic and intentional review of current processes, audit of curriculum and refinement of instructional practices aligned with the VTLM 2.0, ensure students have every opportunity to maximise their potential and to increase their engagement in learning. Our Professional Learning Communities have inquired into new resources, differing pedagogical approaches and assessment practices with evident positive impact on student engagement.

Other highlights from the school year

Community connection continues to be a highlight for Essendon North PS and remains something we are incredibly passionate about and proud of as a staff and School Council. In 2025, our community engagement events continued to build a sense of connection and belonging for all families, this included a hugely successful Walk-a-thon and end of year celebration Movie Night.

A move to further enhance effective home and school partnerships was prioritised in 2025. Throughout the year, opportunities were made to further connect families to their child's learning and classroom, supporting academic, social and emotional development, while also prioritising attendance and ways for families to support learning at home. Value was placed on home and school partnership meetings at the start of year and in line with Semester One reports. As a positive endorsement, in 2025 we have seen a further increase in parent satisfaction through the Parent Opinion Survey, with the highest endorsement in five years, in all areas of parent community participation, school and teacher communication. All these areas are significantly above similar, network and state school data.

We are very proud of our community connectedness and sense of belonging and inclusion we have within and across our community, and that this is at the heart of what we do at ENPS.

Financial performance

Essendon North Primary School (ENPS) was well positioned in 2025 due to the strategic and intentional management of our Student Resource Package. The total Department of Education and Training (DET) Government Cash grant for 2025 was \$608 783. This total figure is inclusive of additional revenue further allocated within the Student Resource Package (SRP) cash grant including: EAL funding across three levels of \$2 845, and targeted initiatives funding areas; Student Excellence Program of \$15 900, Early Years and Extended Koorie Literacy and Numeracy Program \$2 000, and Swimming in Schools Grant of \$23 784. With the ongoing DET commitment to the Disability Inclusion Reform, ENPS received \$21 796 in Tier 2 Funding. In 2025, Victorian Government Schools also received funding aligned to the Schools Mental Health Fund, at ENPS we received \$23 370. Taking into account the school demographic, ENPS received \$15 526 in Equity (Social Disadvantage) funding.

The Department of Education and Training (DET) Government Credit allocation for Essendon North Primary School was \$5 914 131 this revenue must be utilised for staffing requirements and

encompasses \$51 556 for the DET Tutor Learning Initiative. An allocation of \$18 049 was received in credit to support the Career Start (Transforming the First Years of Teaching) program. The credit component of the Disability Inclusion funding encompassed \$190 954 at Tier 2 and \$312 570 at Tier 3. To support English as an Additional Language, \$153 046 was allocated within the credit budget, across Levels 1, 2 and 3.

Despite the enrolment increase, the DET Parent Payment Arrangements also reflected a reduction in the amount of voluntary contributions that were made by our parent community compared to previous historical data, again reducing the program budget allocations. In 2025 approximately 47% of families made voluntary contributions in alignment with the DET Parent Payment Arrangements.

Opportunities for locally raised funds in 2025 were undertaken to further support school wide initiatives, together with buildings and grounds upgrades. Locally raised funds were made up of a range of opportunities including our ENPS Walk-a-thon and Movie Night. Locally raised funds supported outdoor learning environments and resourcing in 2025. A total of \$40 922.18 was raised through fundraising events throughout 2025.

In 2025 ENPS maintained the provision of Out of Hours Care with Team Kids, as well as a contract for an instrumental music provider with Andrew Nunns School of Music. The hire of our gymnasium also provides additional revenue.

**For more detailed information regarding our school please visit our website at
<https://www.enps.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


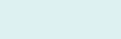

A total of 604 students were enrolled at this school in 2025, 294 female and 310 male. 36% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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	90.8%	
	Similar schools	80.1%	
	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	80.0%	
	Similar schools	80.0%	
	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	90.4%	
	Similar schools	94.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	83.7%	
	Similar schools	93.3%	
	State	84.2%	

NAPLAN

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


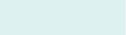

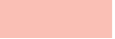
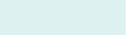

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	92.5%	85.0%
	Similar schools	85.5%	85.4%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	96.7%	91.7%
	Similar schools	89.1%	89.2%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	84.8%	82.8%
	Similar schools	84.7%	84.8%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	88.9%	80.6%
	Similar schools	88.6%	87.5%
	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	88.7%	
	Similar schools	81.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	73.1%	
	Similar schools	81.9%	
	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	80.8%		79.2%
	Similar schools	81.2%		80.9%
	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	78.6%		75.9%
	Similar schools	79.0%		78.0%
	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	19.0	19.2
	Similar schools	17.3	18.0
	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	92.2%	
Year 1	School	91.1%	
Year 2	School	91.6%	
Year 3	School	89.9%	
Year 4	School	90.3%	
Year 5	School	90.4%	
Year 6	School	87.8%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 01 April 2026.

Revenue	Actual
Student Resource Package	\$5,914,131
Government Provided DET Grants	\$589,311
Government Grants Commonwealth	\$6,300
Government Grants State	\$0
Revenue Other	\$51,373
Locally Raised Funds	\$517,592
Capital Grants	\$0
Total Operating Revenue	\$7,078,708

Equity	Actual
Equity (Social Disadvantage)	\$31,681
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$31,681

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

Expenditure	Actual
Student Resource Package ¹	\$6,066,711
Adjustments	\$0
Books & Publications	\$3,038
Camps/Excursions/Activities	\$178,487
Communication Costs	\$7,487
Consumables	\$205,284
Miscellaneous Expenses ²	\$52,030
Agency Staff	\$286,637
Professional Development	\$23,837
Equipment/Maintenance/Hire	\$87,641
Property Services	\$153,168
Salaries & Allowances ³	\$32,017
Support Services	\$23,600

Expenditure	Actual
Trading & Fundraising	\$13,554
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,846
Total Operating Expenditure	\$7,186,336
Net Operating Surplus/-Deficit	(\$107,628)
Asset Acquisitions	\$42,029

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	\$582,540
Official Account	\$296,025
Other Accounts	\$2,769
Total Funds Available	\$881,335

Financial Commitments	Actual
Operating Reserve	\$186,604
Other Recurrent Expenditure	\$17,799
Provision Accounts	\$0
Funds Received in Advance	\$115,169
School Based Programs	\$0
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	\$3,141
Maintenance - Buildings/Grounds < 12 months	\$136,582
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$459,295

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.