

2025 Annual Report to the School Community

School Name: Eltham North Primary School (4212)



- 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 March 2026 at 11:17 AM by Tandrea Johnson (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 20 March 2026 at 11:18 AM by Tandrea Johnson (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

School Profile Statement: Eltham North Primary School is a medium sized school located in the beautiful surrounds of Eltham North. We have a proud academic tradition and maximise every learning opportunity to shape our students' future through high quality, values-enriched teaching and learning.

In 2025, Eltham North Primary had an enrolment of 472 students. There were 21 classes comprising three Foundation classes, three Year 1 classes, three Year 2 classes, six Year 3/ 4 classes and six-year 5/6 classes. The school profile at Eltham North Primary consisted of 63 members of staff, excluding OSHC and Instrumental Music staff. There was 1 Principal, 1.4 Assistant Principals, 2.0 Learning Specialist, 41 Teacher Class staff, and 15 Education Support (ES) staff. Of the current student body, 94.8% are Australian born and 5.3% of our students do not use English language as their first language at home.

As a Victorian Government Primary School, Eltham North has a clear vision and purpose. Vision: 'Our school empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing'.

The school attracts and retains an experienced, caring and innovative staff. Our teachers work to provide a range of high-quality learning opportunities to stimulate and challenge the individual needs and talents of their students. This is done within a collaborative culture, creating a strong sense of community and team spirit.

The educational programs of Eltham North were further supported by a diligent, cohesive community and a well-resourced infrastructure. The school accommodates Instrumental Music rooms and an OSHC Centre. Additional facilities included our well-being room, Library with extensive text collection, Science room, Performing art and Visual arts rooms. Our zoned playgrounds provide a range of active and passive play areas with four adventure playground zones.

In partnership with the community, Eltham North continued to provide our students the means and motivation to excel and lead us into an exciting future.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Eltham North Primary School our students in years 3 and 5 participating in NAPLAN have achieved above the state levels in th strong or exceeding proficiency levels. We focus on

implementing consistent teaching practice in the development of a whole school Numeracy Strategy to maximise student growth. Student learning was supported by the Launch, Explore Summarise model, explicit teaching, rigorous assessment and goal setting. In Literacy student learning was supported by a consistent whole school strategy through the use of the Science of Reading philosophy incorporating the LLLL initiative in year Prep - year 2 classes and structured literacy including morphology and etymology in years 3-6. Little Learners Love Literacy program continues to be the literacy program from Prep - year 2. This program is heavily resourced with physical resources and professional learning. Implementing small group and individual programs provide support and extension, in both literacy and numeracy, targeted at individual student learning needs across all year levels. Integrating ICT across curriculum enhances student learning across all levels. Improvement of teacher instruction within all teams is focused on explicit teaching, utilising professional development, including parents helpers information nights to communicate key ideas and strategies in Literacy and Numeracy. Current professional learning focus in the Victorian Curriculum, is with 'Essential Learnings' and 'High Impact Teaching Strategies'. We have a consistent support and extension program to meet English as a second Language (EAL), Program Support (Disability Inclusion), High Achievers cohorts. The Tutor Learning Initiative (TLi) and High Achievers programs are well organised and implemented for all year levels.

In 2025 we began our staff professional learning suite focused on the implementation of the new Victorian, Teaching and Learning Model(VTLM). We have spent time exploring the teaching of Mathematics and planning our first steps towards a VTLM informed Mathematics curriculum.

Wellbeing

The school has an effective transition program in Prep level that includes individual school tours for families, information kits, information forums, kinder story time as well as transition visits during terms three and four. We have a year Prep and year 5 buddy system to build connectivity and provide peer support across the school. ie year 6 students have a year 1 buddy and year 5 have a prep buddy. This approach allows prep and year 5 students to enjoy two years of support together. The Year 6 students participate in an extensive transition program and gain information about choice of schools, school orientation visits and expectations about secondary education. Eltham North uses a database program and Compass software to track student progress across all years of primary schooling. The information is continually updated and accessible by teachers and assists them to develop and monitor learning plans for students. Communication with parents includes information handbooks and Parent Student and Teacher Conferences. We have a Mental Health and Wellbeing coordinator who supports student well being across all year levels. A large community space has been transformed into a Mindfulness Centre to accommodate and support student groups with social and emotional support throughout the school day. All staff have gained refresher and advanced training in the Berry Street program and specific professional learning in ASD, Dyslexia and other learning needs. Student pathways and transition is supported through the following actions: implementing a continuing and expanding student leadership program; implementation of support, enrichment and challenge programs at all levels in core curriculum; an extensive offering of specialist programs, lunch time club initiatives each term and providing transition programs between each level to facilitate a smooth transition to the future year level. We initiate a whole school focus on developing student voice, agency and leadership opportunities.

The well being team is led by the Mental Health coordinator, DI Coordinator and Assistant Principal. Classroom teachers explicitly deliver the Resilience , Rights and Respectful Relationships curriculum alongside the Berry Street Education Model. A highlight of 2025 was the full implementation of our school wide behaviour curriculum through a dedicated suite of professional learning opportunities for staff led by the strategic and leadership teams. An ongoing plan of professional learning in Behaviour curriculum is scheduled to further build teacher capacity which will result in the achievement of the Key Improvement Strategy: 'To enhance the wellbeing of all students'.

Engagement

Our student attendance is above average compared to other Victorian government schools. Parents are active in supporting student attendance using Compass. Staff training of the Berry Street Education Program is embedded in teams across the school. All year levels implement this program to embed school values, develop resilience and connectedness in our students. New teachers to the school were trained in the BSEM and this training was completed in 2025. Other staff have participated in refresher training. Updated resources were acquired to support the implementation of BSEM. Student leadership programs support young leaders to make a difference in the school and broader community. This includes school captains, house captains, wellbeing leaders, visual art leaders, performing Arts leaders, Photography, Library leaders, Auslan, JSC as well as environmental leaders. Extra curricular lunchtime activities in our Mindfulness Centre provides student engagement opportunities particularly for those who may need support to regulate. A range of extension programs for high achieving students is meeting the needs of these students. We have many students accessing the Victorian High Achievers Program, as well as the Student Excellence Program which caters for high achieving students across all year levels (P-6). The Maths Olympiad Program catered for high-achieving Year 6 students in mathematics. Student engagement, wellbeing and connectedness is supported through the following actions: ongoing implementation of Berry Street Education Model, the Resilience, Rights and Respectful Relationships program, our whole school behaviour curriculum, Friendology program, Social Stencil and Tier 1 wellbeing strategies in classrooms, specialist, support and extension programs; recognition and encouragement of student leadership and student voice and agency, provision for students to engage in a range of environmental and leadership activities in our community, cyber safety and social / emotional learning programs.

Other highlights from the school year

In 2025 our football, soccer, netball and tennis teams were district premiers as a result of our strong Sporting programs. Our Reconciliation Action Plan student leaders worked with the Nillumbik Reconciliation Group to represent the school at Flag Raising ceremonies providing wonderful opportunities for connection to culture and country. They are custodians of the ENAP seasons sign and 2025 saw them continue to take full responsibility for the changing of the seasons for the Community if Nillumbik. Our school Captains participated in the ANZAC Dawn Service and also gave the main address at the Remembrance Day service at our local RSL Branch. Our Visual Arts Captains were the winners of the Remembrance Day Art Competition. Our years 3- 6 students participated in our camping programs. Year 3 students

attended Adanac Lodge. Year 4 students attended Mt Evelyn Recreation camp. Year 5 students attended Forest Edge Camp. These camps are for 2 nights and include adventure activities. The year 6 students participated in a 3 night adventure camp at Phillip Island. This included surfing lessons. Our year concluded with the graduation ceremony for our Year 6 students which was well attended and enjoyed by all of our families.

Financial performance

The school operates in a managed financial position. Our workforce plan matches our needs provision. Due to our highly experienced staff coupled with predicted declining enrolments consistent with other schools in the area, we ran a deficit on the SRP (staffing). We noted, that during 2025, the cost for Staff Salaries and Property Services created fiscal pressure on program budgets. Locally raised funds as a percentage to total revenue has declined. We chose to spend local reserve funds on grounds and facilities maintenance and year level teaching resources. This included the installation of a large shade sail over our assembly area which was partly funded by community raised funds. We were successful in securing a minor capital works grant to improve the staff toilet facilities. This project is due to start in early 2026.

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 472 students were enrolled at this school in 2025, 230 female and 242 male. 5% 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**.

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	82.5%	
	Similar schools	76.7%	
	State	82.0%	

School Staff Survey

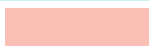
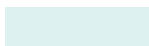
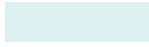
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	76.4%	
	Similar schools	78.6%	
	State	77.4%	

LEARNING

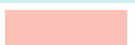
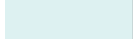
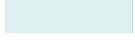
Teacher Judgement of student achievement against the Victorian Curriculum

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	94.5%	
	Similar schools	94.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	95.1%	
	Similar schools	94.1%	
	State	84.2%	

NAPLAN

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

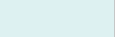
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	79.3%		79.2%
	Similar schools	83.7%		83.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	85.2%		88.2%
	Similar schools	88.9%		88.6%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	86.2%		81.2%
	Similar schools	82.5%		82.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	72.1%		82.7%
	Similar schools	83.8%		82.6%
	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	81.7%	
	Similar schools	78.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	70.0%	
	Similar schools	73.8%	
	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	67.5%		69.6%
	Similar schools	74.5%		75.1%
	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	70.5%		69.0%
	Similar schools	73.2%		73.6%
	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	18.7	19.9
	Similar schools	17.9	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	92.5%	
Year 1	School	91.5%	
Year 2	School	90.5%	
Year 3	School	90.5%	
Year 4	School	90.4%	
Year 5	School	89.5%	
Year 6	School	89.5%	

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	\$4,650,230
Government Provided DET Grants	\$471,587
Government Grants Commonwealth	\$254,112
Government Grants State	\$0
Revenue Other	\$111,739
Locally Raised Funds	\$635,532
Capital Grants	\$0
Total Operating Revenue	\$6,123,198

Equity	Actual
Equity (Social Disadvantage)	\$8,875
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$8,875

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

Expenditure	Actual
Student Resource Package ¹	\$4,891,348
Adjustments	\$0
Books & Publications	\$5,680
Camps/Excursions/Activities	\$213,269
Communication Costs	\$4,621
Consumables	\$83,970
Miscellaneous Expenses ²	\$11,635
Agency Staff	\$0
Professional Development	\$16,428
Equipment/Maintenance/Hire	\$43,061
Property Services	\$107,869
Salaries & Allowances ³	\$689,147
Support Services	\$26,646

Expenditure	Actual
Trading & Fundraising	\$46,584
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$57,772
Total Operating Expenditure	\$6,198,030
Net Operating Surplus/-Deficit	(\$74,832)
Asset Acquisitions	\$24,914

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	\$917,530
Official Account	\$73,419
Other Accounts	\$32,742
Total Funds Available	\$1,023,690

Financial Commitments	Actual
Operating Reserve	\$217,780
Other Recurrent Expenditure	\$0
Provision Accounts	\$17,026
Funds Received in Advance	\$65,094
School Based Programs	\$33,302
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,861
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$21,091
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$62,717
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$425,871

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.