2025 Annual Report to the School Community

School Name: Carlton North Primary School (1252)

- 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 07:19 AM by Matthew Ferguson (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 30 March 2026 at 07:02 AM by Matthew Ferguson (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

Carlton North Primary School is a vibrant primary school committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between school and home to support student learning and wellbeing. We collectively share a commitment to and responsibility for creating an inclusive and safe environment for all students. Carlton North Primary School is recognised for its strong academic achievement, focus on high quality teaching, inclusion and strong sense of community.

Carlton North Primary School was established in 1873 and the school community celebrated its 150th Anniversary in 2023. The school is located in an inner-city residential area 2km from the Central Business District and resides on the Wurundjeri land of the kulin nation. The school occupies a block surrounded by leafy suburban streets and the playgrounds include active and passive spaces with artificial turf playing areas, and a flexible ball court which is a focal point for the community it serves. The culturally diverse local community has a low Student Family Occupation Education (SFOE) index. Parents and carers have high expectations for their children. They support the school, participating in classroom programs, working parties, school events and a significant amount of fundraising activities, including the Great Lee Street Fete, held annually in March. The students, staff and community of Carlton North Primary School are incredibly proud of our school and the school community. The school is well respected in the local community and is the school of choice for most families. Over the past ten years, enrolments have remained relatively stable with figures between 270-299 and an enrolment ceiling of 300. There is a high demand for Foundation entry each year from the local community of Carlton North.

The core purpose of Carlton North Primary School is to foster the values and behaviours where everyone can reach their potential. Carlton North Primary School is committed to providing an outstanding educational experience for all students. The school is recognised for its strong academic focus through high quality teaching and strong sense of community.

Vision
Carlton North Primary School's vision is to prepare our students for their future. Our students will learn the knowledge, skills and attitudes necessary to be engaged, self-managing, lifelong learners.

Values
At Carlton North Primary School, our values of Respect, Trust, Inclusion and Resilience provide opportunities for everyone to learn and feel safe in a supported school environment.

Respect - At CNPS, we show respect for people, culture, property, and the environment. We are polite to everyone and care for each other, our school and our community.

Trust - At CNPS, we have trust in each other. We take responsibility for our own actions and learning. We act with integrity and honesty.

Inclusion - At CNPS, we include everyone and do not leave anyone out. Everyone is different and we welcome and celebrate all children, families and staff.

Resilience - At CNPS, we have high expectations of ourselves and each other. We are ambitious, resilient and persistent when faced with challenges and change. We believe we can learn and will always try our best.

Carlton North Primary School offers a guaranteed and viable curriculum that meets the needs and interests of our students whilst reflecting a core focus on developing Literacy and Numeracy skills. The curriculum also includes priority areas in Science, Wellbeing/Respectful Relationships, Inquiry, STEM, Italian, The Arts and Health and Physical Education. Teachers use the Victorian Curriculum Framework for planning and utilise other frameworks such as the Australian Curriculum and Department Initiatives - Framework for Improving Student Outcomes (FISO) 2.0, High Impact Teaching Strategies (HITS), Amplify, High Impact Wellbeing Strategies (HIWS) and the Teaching Principles. Teaching and Learning programs enable students to apply and transfer their learning to new and different situations in preparation for lifelong success within and beyond their community. Teaching and learning programs enable students to transfer and apply their learning to new and different situations in preparation for lifelong success within and beyond the community. CNPS Students are provided many opportunities to develop their skills in various ways.

Carlton North Primary School promotes a positive approach to student wellbeing based on the rights and responsibilities of all and is incorporated in the curriculum and the implementation of the Department of Education's Schoolwide Positive Behaviour Supports and Respectful Relationships Curriculum. There is an accepted expectation that all students, staff and parents/carers work together to achieve the school goals for the benefit of all. This partnership is supported through the use of individual education plans, regular communication of learning and wellbeing goals, and open and regular communication and opportunities to celebrate student achievement. Classrooms have technology with LCD screens, iPads and Chromebooks throughout the school. As highly competent educators, we support our students to investigate, problem solve, create and apply their knowledge to ask questions and drive new learning.

The school's updated assessment and reporting procedures enable ongoing and comprehensive communication between teachers and parents/carers to ensure student progress is closely monitored and address the needs of individual students. The communication between home and school include year level overviews, Compass, Seesaw (2025), newsletters, assemblies, meetings, forums and information sessions.

The 2025 staffing profile reflects the strong commitment at CNPS to develop the capacity of our staff. The staff consists of 1 Principal, 1.5 Assistant Principals, 1 Learning Specialist, 1 Business Manager, 13.2 Full Time Equivalent (FTE) Generalist Teachers, 3.2 FTE Specialist Teachers, 4.94 FTE Education Support Staff (consisting of 1.31 FTE Office Administration Staff and 3.63 FTE Education Support Staff in the Classroom), 0.37 FTE Literacy Intervention Support, and 0.59 Library technician. 6.5% of families at CNPS receive the Camps Sports and Excursions Funds. 5.5% of students come from a background where English is not the primary language spoken at home and a small number of students are Aboriginal and/or Torres Strait Islander. One overseas student was enrolled at CNPS in 2025. The school is a true partnership with the community and are all extremely proud of every aspect of the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school continues to perform at or above similar schools with regard to Teacher Judgements of student achievement with 93% of students at or above the expected standards in English and 92.9% of students at or above the expected standards for Mathematics. The school continues to perform above similar schools with regard to Year 3 and Year 5 NAPLAN Reading and Numeracy. In Reading 82.5% of students in Year 3 achieved Strong or Exceeding and in Year 5, 86.5% of students achieved Strong or Exceeding. In Numeracy 82.5% of students in Year 3 achieved Strong or Exceeding and in Year 5 86.5% of students achieved Strong or Exceeding. The strong performance in student learning can be attributed to the consistent application of the instructional model and the implementation of teaching strategies to complement this model. The initial rollout of the VTLM 2.0 across the school has contributed to these results. Our professional staff strive to support every student to be the best they can be. This is well documented with Individual Education Plans and programs such as the VHAP, Maths Enrichment program, Tutor Learning Initiative, MiniLit and Intervention and the partnership with home that supports student learning. Professional Learning for staff focused on the VTLM 2.0 to enhance explicit teaching practices. Professional Learning Communities (PLCs) continued to grow in productively throughout 2025.

Wellbeing

Carlton North Primary School places a strong emphasis on Wellbeing. The school is a co-lead school in Respectful Relationships and has been acknowledged as an exemplar school in Schoolwide Positive Behaviour Support. In 2025 the school continued to promote a positive learning environment for all students through Schoolwide Positive Behaviour Supports and Respectful Relationships. Also in 2025, CNPS expanded its use of PIVOT surveys at more timely intervals to monitor student wellbeing and gather data to further enhance response practices.

Carlton North Primary School places a strong emphasis in Student Wellbeing with a focus on a positive climate for learning, student voice and agency, empowering students and building school pride. In 2025 there was a strong focus continuing to strive for excellence in Student Wellbeing as outlined within the 2022-2026 School Strategic Plan and 2025 Annual Implementation Plan.

Engagement

Carlton North Primary School's high attendance rate 87.5% is reflected in the 2025 absence data and is the same as similar schools. The high attendance reflects the school's emphasis on a positive attendance approach communicated through newsletter items and individual

communications between teachers and parents/carers when a student is absent. The majority of explained absences are due to either medical illness or increased family holiday activity. The transition initiatives in the Kinder to Foundation Transition Program comprise of formal and informal communications between CNPS and neighbouring kindergarten. These include parent sessions and reciprocal teacher visits to kindergarten and childcare centres. These complement the kindergarten transition reports and the CNPS Transition Program.

The school conducts a comprehensive wellbeing curriculum at the start of each year to support students' transition into a new class. This includes the establishing of relationships, class agreements, building teamwork and cooperation and establishing individual and class goals.

Student engagement is further supported through the following initiatives and programs:

• The 4 Rs Program - Rights, Resilience and Respectful Relationships - teaching and learning resources to support the
personal and social capability curriculum.

• Schoolwide Positive Behaviour Support Systems.

• School Therapy Dog Program (opportunities for certified therapy dogs to attend CNPS)

• Circle Time - providing opportunities to apply learning and respond to incidents and situations in our daily lives.

CNPS places a strong focus on transition across the school, particularly through Term 4 activities playing a key role in preparing students for the next year. The usual practice of 'step-up' transition days were scheduled in 2024. Students were able to make requests for friendships and staff consider these carefully before classes are formed for the next year. The Year 6-7 transition program comprises of an initial information session, a school visit and transition reports prepared and passed on to secondary schools.

Other highlights from the school year

There are many highlights to celebrate throughout the year at Carlton North Primary School. A few of these are our focus on student voice and how this aligns with school activities, fundraising events, initiatives and celebrations of significant days.
Our excursion and incursion program utilises resources both in and out of the school and sees students building on experiences and furthering their understanding of the wider community.

Our specialist programs celebrate each area of learning with many sporting opportunities throughout the year and opportunities to celebrate The Arts including Visual Art displays. Students in Years 3 to 6 attend camps offsite, attending camps in Victoria that provide challenges and opportunities to develop personal skills in a different environment.

Financial performance

Carlton North Primary School finished 2025 in a reasonable financial position. There were a number of fundraising events throughout the year including the Great Lee Street Fete.

The Equity and Tutor Learning Initiative (MiniLit) funding was directed towards small group intervention across the school. The 2022-2026 School Strategic Plan and 2024 Annual Implementation Plan continued to provide the framework for School Council allocation of funds to support school programs and priorities. The Financial Performance Position report shows an end of year deficit of $58,050.00

Carlton North Primary School relies heavily on our school community's fundraising efforts to provide quality teaching and learning for our students. This includes experienced teaching staff and lower class sizes where possible. The school staff profile with a majority of experienced teaching staff significantly impacts the school workforce budget. For more detailed information regarding our school please visit our website at https://www.carltonnthps.vic.edu.au

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PERFORMANCE SUMMARY

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 296 students were enrolled at this school in 2025, 145 female and 150 male. 8% 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**	**83.3%**
	Similar schools	80.0%
	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**	**90.8%**
	Similar schools	81.5%
	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**	**93.0%**
	Similar schools	93.2%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**91.8%**
	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**	**82.5%**	**84.7%**
	Similar schools	82.1%	82.2%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**86.5%**	**86.6%**
	Similar schools	87.8%	88.2%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**82.5%**	**82.3%**
	Similar schools	79.4%	80.2%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**86.5%**	**81.2%**
	Similar schools	81.6%	81.0%
	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**	**78.1%**	
	Similar schools	78.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**87.1%**	
	Similar schools	73.4%	
	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**	**80.0%**		**80.2%**
	Similar schools	75.8%		75.7%
	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**	**77.3%**		**75.4%**
	Similar schools	74.4%		74.6%
	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**	**25.2**	**21.4**
	Similar schools	18.9	19.3
	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**	**90.2%**	
Year 1	**School**	**86.1%**	
Year 2	**School**	**87.9%**	
Year 3	**School**	**84.6%**	
Year 4	**School**	**87.7%**	
Year 5	**School**	**89.6%**	
Year 6	**School**	**85.1%**	

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	$3,050,421
Government Provided DET Grants	$253,561
Government Grants Commonwealth	$6,664
Government Grants State	$0
Revenue Other	$24,004
Locally Raised Funds	$437,010
Capital Grants	$0
Total Operating Revenue	**$3,771,660**

Equity	Actual
Equity (Social Disadvantage)	$16,958
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$16,958**

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

Expenditure	Actual
Student Resource Package[1]	$3,096,728
Adjustments	$0
Books & Publications	$28,674
Camps/Excursions/Activities	$103,280
Communication Costs	$9,638
Consumables	$73,651
Miscellaneous Expenses[2]	$13,941
Agency Staff	$40,380
Professional Development	$14,519
Equipment/Maintenance/Hire	$20,981
Property Services	$51,907
Salaries & Allowances[3]	$198,750
Support Services	$17,220

Expenditure	Actual
Trading & Fundraising	$76,387
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$33,785
Total Operating Expenditure	**$3,779,840**
Net Operating Surplus/-Deficit	**($8,180)**
Asset Acquisitions	**$40,320**

[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	$170,354
Official Account	$7,845
Other Accounts	$112,071
Total Funds Available	**$290,271**

Financial Commitments	Actual
Operating Reserve	$113,852
Other Recurrent Expenditure	$4,683
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$561,380
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$18,000
Capital - Buildings/Grounds < 12 months	$30,500
Maintenance - Buildings/Grounds < 12 months	$146,480
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$874,895**

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.