



++
++
++
++

2025

Annual Report



++
++
++

Acting Principal: Rachel Griffiths



T (03) 8401 3791

E epping.views.ps@education.vic.gov.au

www.eppingviewsp.s.vic.edu.au

20 Mansfield Street, Epping VIC 3076

From little things big things grow

Table of

Contents

1	Vison & Values	++
2	School Context	++
3	Learning	++
4	Wellbeing	++
5	Engagement	
6	Camping Program	
7	EVPS Kindergarten	
8	Facilities	
9	Financial Performance	

Vision & Values

Vision

We deliver high quality education for every student so they can thrive now and in the future



Motto

From little things big things grow



Values

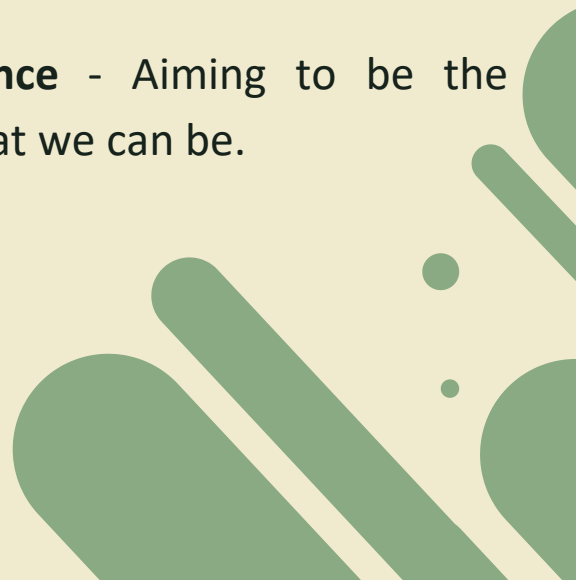
Honesty - Being trustworthy and truthful to yourself and others.

Caring - Understanding, thinking and showing consideration and respect for people's feelings.

Respect - Communicating with understanding and treating other people the way you would like to be treated.

Responsibility - Taking responsibility for our actions and making decisions that positively affect ourself, others and the environment.

Excellence - Aiming to be the best that we can be.



School Context

Epping Views Primary School commenced in 2008. The school is located on a 3.4 hectare site in Lyndarum Estate, North Epping within the city of Whittlesea. Epping Views Kindergarten is situated opposite the school and the school also operates an Out of School Hours and Vacation Care Program. Over the last few years enrolments have decreased due to the reduction of the school zone, with new schools opening in the local area. The enrolment in 2025 was 685 students operating across 29 classes of straight grades from Foundation to Year Six. The overall socio-economic profile was low-medium.

The school community encompasses a rich multicultural heritage and a diverse socio-economic population. A large percentage of the school population was from a cultural and language background other than English, 58% of our students speaking a language other than English at home. There were approximately 46 languages spoken by staff, students and families in 2025. 1% of our students are from an Aboriginal and/or Torres Strait Islander background. We continued to partner with the Refugee Education in Schools Project to identify and implement strategies to have a positive impact on the achievement, engagement, and wellbeing outcomes of students, specifically our 30 students from refugee backgrounds and their families.

Our school is committed to delivering high-quality teaching and learning through the Victorian Teaching and Learning Model (VTLM) 2.0. Our approach is grounded in the elements of learning—how students learn best—and the elements of teaching—ensuring our instructional practices align to support optimal student learning. We maintain a strong focus on explicit teaching, with clear learning intentions, modelling and regular opportunities to check for understanding to ensure all students are supported to succeed.

Literacy, Numeracy and Inquiry remain key priorities across the school. In the early years, students engage in daily explicit phonics instruction to build strong foundational literacy skills. Alongside this, our Foundation to Year 2 students participate in Investigations, a play-based learning approach that enables students to apply their knowledge from Literacy, Numeracy and Inquiry in meaningful, engaging contexts. Our Inquiry curriculum integrates Science, Humanities and Technology, supporting students to think critically, ask questions, and apply their learning. We aim to build students' independence, curiosity and ability to reflect on their learning.

We are committed to inclusive and supportive learning environments, guided by the Berry Street Education Model. Our focus on positive classroom management strategies ensures calm, consistent classrooms which use predictable routines enabling all students to feel safe and ready to learn.

Students participate in a comprehensive specialist program including Performing Arts, Visual Arts, LOTE (Italian), Physical Education, STEM and Library. Additional supports and extension opportunities are provided through Language Support, Tutoring, and Extension through the Victorian High Ability Program.

Students in Year 4-6 have the opportunity to participate in a 1:1 device program and school devices including ipads are available to students in P-3.

The school's leadership structure includes the Principal and Assistant Principals responsible for Curriculum, Wellbeing, and Student Voice and Agency, supported by Learning Specialists and Leading Teachers. All year levels are supported by Education Support Staff.

The school embeds a School Wide Positive Behaviour Support Framework (SWPBS) alongside daily morning meetings to support belonging and engagement and to develop a positive, safe and supportive learning culture.

To support this strong focus the Wellbeing Team includes the Wellbeing AP, Disability Inclusion LT, Wellbeing Coordinator, Mental Health & Wellbeing Leader and Education Support Staff. The buildings and facilities have been

designed to cater for different types of learning, with a mix of indoor and outdoor spaces, easy and safe access to toilets and generous resource, library and common areas.



Learning



At Epping Views Primary School, staff remain deeply committed to delivering high-quality teaching and learning experiences that support every student to achieve their best. In 2025, our work was strongly influenced by the introduction of the Victorian Teaching and Learning Model 2.0 (VTLM 2.0), with a particular focus on strengthening explicit teaching practices to align with how students learn most effectively.

A key initiative was the implementation of targeted, daily phonics instruction in Prep and Year 1. This work reflected our commitment to evidence-based literacy instruction and building strong foundations in early reading. The quality of teaching was recognised by the Department of Education, with the Phonics Plus team visiting our school to observe classroom practice. Following this visit, we were selected as a demonstration site, with classroom teaching and leadership practices filmed to support professional learning across Victorian schools, highlighting the expertise and dedication of our teaching and leadership teams.



Department of Education Staff (Rachael and Xanthi) with Rachel and Jess



Filming in action



Filming in action



Some of our movie stars ...

Learning



In Numeracy, staff continued to build their capability in using student data to inform teaching. Professional learning focused on analysing common assessment tasks and student responses, enabling teachers to more precisely target student needs and adjust instruction accordingly. This work is part of our ongoing commitment to a consistent, data-informed approach to teaching and learning. Despite this strong focus on instructional improvement, our 2025 student achievement data indicates that we did not meet all of our targeted goals.

Pleasingly, teacher judgement data in English P-6 exceeded similar schools with 83.7% of students achieving at or above age expected level compared to similar schools (82.8%), however NAPLAN Reading data demonstrated that 48.5% of Year 3 (target 59%) and 60% of Year 5 (target 77%) students achieved Strong and Exceeding proficiency. Of the 2025 Year 5 cohort, 67% of students demonstrated medium or high growth in Reading in the two year period from when they completed Year 3 NAPLAN in 2023.

In Mathematics, 76.7% of our students P-6 achieved at or above expected standards. NAPLAN Numeracy data demonstrated that 48% of Year 3 (target 55%) and 56.1% of Year 5 (target 66%) students achieved Strong and Exceeding proficiency. Of the 2025 Year 5 cohort, 63.6% of students demonstrated medium or high growth in Maths in the two year period from when they completed Year 3 NAPLAN in 2023.

While we did not meet our targets, this data provides a clear direction for our continued improvement work and reinforces the importance of our focus on explicit teaching, curriculum alignment and responsive instruction.



Encouragingly, our School Staff Survey results showed positive growth in key areas. The Academic Emphasis factor increased from 55% in 2024 to 64% in 2025, exceeding our target and indicating a strengthened collective focus on learning. Collective efficacy remained stable at 78%, reflecting ongoing staff belief in their capacity to positively impact student outcomes.

Our Foundation to Year Two students continued to apply their learning through Inquiry, Reading, Writing and Mathematics were embedded into our engaging Investigations program, where play-based, hands-on experiences support the development of vocabulary, social skills and deeper thinking. This helps to ensure we have a balance of explicit teaching and inquiry.

Our intervention and extension programs continued to support a wide range of learners. The Victorian High Abilities Program remained a valuable opportunity for high-achieving students, while the tutoring program provided targeted literacy and numeracy support for students requiring additional assistance. Language support was also offered to small groups of learners.

Looking ahead to 2026, we will continue to embed the key elements of the VTLM 2.0, with a strong emphasis on explicit teaching and checking for understanding. The expansion of the Phonics Plus program from Prep to Year 3 is already underway, alongside a consistent approach to formative assessment strategies such as the use of whiteboards, structured discussion (turn and talk), and cold calling. These practices ensure that teachers are continuously monitoring student understanding and responding in real time to maximise learning for all students.

Through this ongoing work, Epping Views Primary School remains committed to strengthening teacher practice and improving outcomes for every student.



Wellbeing



Wellbeing and inclusion remained a key priority for staff, students, and families. The school continued its commitment to programs such as School Wide Positive Behaviour Support (SWPBS), Respectful Relationships, and the Mental Health in Primary Schools program. Two of our curriculum days had a wellbeing focus. Staff completed Protective Intervention training to build their capacity to support students and staff in maintaining safety, wellbeing, and emotional health. We also commenced the first of 5 modules of the Berry Street Education Model, being delivered over a two year period. The body module built our capacity to help students regulate their nervous systems to become 'ready to learn' and use practical strategies to manage stress, encourage de-escalation, and improve regulation through consistent routines, body awareness, and movement breaks. These practices are beginning to be embedded across classrooms to strengthen relationships and support students' emotional regulation, wellbeing, and engagement.

A key improvement strategy for 2025 was to develop school, family, and community partnerships to improve student learning and wellbeing outcomes. Individual Education Plans (IEPs) and Student Support Group (SSG) meetings adopted a more collaborative approach with families to support students in achieving their learning and wellbeing goals. In addition, Community Hub sessions were enhanced to increase connection with families from diverse language backgrounds, strengthening a sense of belonging and partnership. Partnerships were also formed with local community organisations: Whittlesea Community Connections, Centre for Multicultural Youth and Foundation House. Our Year 6 students participated in regular visits to Estia Health in Epping supporting them to build empathy and respect for older generations while improving their communication skills. These partnerships strengthened our connection to the local community.



Wellbeing



Another key improvement strategy was to embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion. Teaching teams used student survey data to identify Positive Classroom Management Strategies (PCMS) focus areas relevant to their learners. Through DataWise Inquiry Cycles, teams implemented targeted strategies such as encouraging expected behaviour, increasing opportunities to respond, and adjusting task difficulty to support student engagement. This work was supported by a whole-school professional learning focus on PCMS.



The school also continued to implement a Case Management Model to identify and support students requiring additional assistance. This model allows staff to refer students experiencing concerns related to attendance, learning, disengagement, or wellbeing. The Case Management team implemented appropriate supports, follow-up actions and communicated with families.



School wellbeing data reflected some positive progress. In the Student Attitudes to School Survey, positive endorsement for Managing Bullying increased from 64% in 2024 to 66% in 2025. Whilst the percentage of positive endorsement for Sense of Connectedness decreased slightly to 69%, there was a large number of students (21%) who provided a neutral response. This will continue to be a focus area in 2026.



Engagement



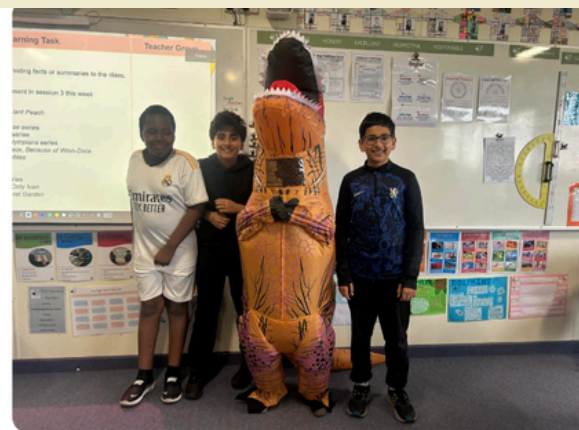
Our year started with our Meet and Greet interviews, continuing our commitment to developing positive relationships between school and home by scheduling time to meet with families and gather information to help support students in our school. These interviews were provided in either face to face meetings or online via Webex, and we supported family and school communication through the use of the department's translation partners, All Graduates. Opportunities to connect families to the learning at EVPS continued mid-year with 85% of students and families coming along to the student led conferences in June.

Continuing to develop these positive relationships, the EVPS Attendance Team contacted families and supported students needing additional assistance with their attendance at school. The work of this team, in conjunction with families and Regional staff, continued to positively impact student attendance with a slight increase from 88% overall attendance in 2024 to 89% in 2025. Student attitudes towards attendance in the attitudes to school survey remain steady at 84% positive endorsement.

Our school continued to provide leadership opportunities for students through our student leadership team, the Junior School Council. This team once again comprised of the students in roles of School Captains, House Captains, SWPBS leaders and Sustainability. Captains prepared agendas and hosted whole school assemblies, shared announcements and messages including recognising positive student behaviour through the Caught Ya Card draw, and promoted important event or safety messages to our school community.

The student leaders attended the GRIP student leadership conference early in the year to set themselves up to represent students from across the school. The GRIP conference enabled student leaders to explore and develop their understanding of leadership qualities of generosity, responsibility, integrity and people. This was put into place right from the beginning of the year, with the student leaders organising and running a 'Clean up the school' event before the end of February. Student leaders were also instrumental in delivering R U OK Day, The Colour Fun Run and Careers day.

The Attitudes to School Survey data showed a slight decline in the area of student voice and agency, from 58% in 2024 to 57% in 2025, however 27% of students provided a neutral response.



Engagement

There were many familiar opportunities for students to participate in celebrations involving our Specialist programs. Students from across the school created and submitted entries for the Whittlesea show to showcase two- and three-dimensional artworks featuring a range of media.

We had some excellent results, garnering many ribbons and honorable mentions from the judging panel. Each semester featured a Performing Arts concert, with many of the acts designed with high levels of involvement in planning and choreography from students, and amazing energy brought to performances that celebrated achievements as well as raising awareness of world events.

The Physical Education team supported our students to bring home stories of effort, perseverance and outstanding achievement, with teams across the year progressing to Regional and State level. A special mention to the boys tennis team who progressed through District, Division, and Region competitions to compete at a State level, coming third overall. Once again, EVPS were always high level contenders in the weekly Interschool Sports competitions.

Our students celebrated our Italian program with our multicultural day, enjoying entertaining performances and classroom activities throughout the day. Book Week arrived with great anticipation in August with the shortlisting of the Australian Book of the Year awards and an exploration of these authors in the Library program. The whole school celebrated with the annual Book Week parade, celebrating the joy of reading and the rich variety of characters and experiences found in the books our students have read. We also had high participation and achievement in the Premier's Reading Challenge.

We held our inaugural STEM Gala Day event with students from Years 5 and 6 sharing the computer games they had developed as part of the STEM program. Classes had the opportunity to play the shortlisted games, along with parents and families. The day ended with the presentation of awards and certificates by local member of Parliament Bronwyn Halfpenny and Lawrie Cox the Mayor of Whittlesea. We were also successful in our application for a grant to supplement an Aviation program for our senior students, who built their very own balsa wood planes, complete with wings, wheels, propellers, and motors. These models were launched using an electric centripetal launcher, demonstrating real-world application of STEM concepts like thrust, drag, lift, and gravity.



Camping Program

The camping program continues to be a highlight for students across all year levels. This year students enjoyed a number of great experiences:

The **Prep** breakfast is always a great hit. The students love being served cereal, pancakes and juice by the teachers. Wearing pyjamas to school was so popular that the JSC implemented a pyjama day for the whole school shortly after the breakfast.

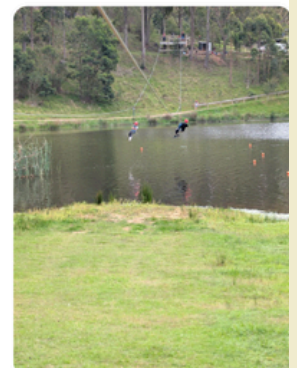
Year 1 students stayed back late at school were entertained by the Melbourne Puppet Kerfuffle and had a pizza dinner and treats and dancing to music.

Year 2 students came back to school at night for pizza, popcorn and icypoles, and then danced the night away at a disco in the Hall. There was a photo booth and good old fashioned games such as uno, lego and connect-4

Year 3 students adventured to Golden Valleys Adventure Camp for an extended day camp. They enjoyed a variety of outdoor activities in the bush and experienced what it's like to be part of an offsite camping program.

We extended the **Year 4** camp to 2 nights to fit in more activities. Students travelled by train into the city and explored the Shrine of Remembrance, the Royal Botanical Gardens, the MCG, Polly Woodside, Federation Square, ACMI and many more sights along the way.

The **Year 5 and 6** students were combined for the Coonawarra Camp in Glenaladale in East Gippsland. Students participated in everything from hiking to hut building and a range of adventure activities including canoeing, rock climbing and ropes courses.



Facilities

Throughout the year, significant improvements were made to enhance both the safety and amenity of the school environment. Ramp rectification works were completed outside the Grade 3 portables, the Grade 4 and PE portables, and the Wellbeing Club, ensuring better accessibility across these areas.

Retaining walls surrounding the Cube playground were replaced, and fresh tanbark was laid, improving both safety and appearance. The former toilet block site adjacent to the Year 3 portables was transformed into an outdoor amphitheatre, providing a valuable new learning and gathering space.

Maintenance works were also undertaken on the oval, including cleaning and upkeep of the synthetic grass, alongside substantial drainage rectification to address ongoing issues. The external façade of the Year 3 portables was also repainted.

Enhancements included the planting of new vegetation in the sensory garden and the refurbishment of student seating near the junior playgrounds.

Additionally, car park induction loops were installed in staff carparks to improve traffic flow and safety on exit. The school also applied for a Capital Works Fund grant to replace all toilet blocks; however, this application was unsuccessful for the second time. As a result, funds have now been allocated to complete these works in 2026.



Epping Views Kindergarten



Service-Level Data and Community Profile

Service-level data from the School Readiness Funding analysis highlights the diverse and complex needs within our kindergarten community. A proportion of families were connected with additional support services, and many held concession or visa-related documentation, reflecting varying socio-economic circumstances. In 2025, a number of families were identified as experiencing vulnerability.

The service supported children accessing Early Start Kindergarten and Aboriginal and Torres Strait Islander children. Some families were from refugee or asylum seeker backgrounds, contributing to the cultural and linguistic diversity of the community.

Kindergarten Inclusion Support (KIS) applications further reflected the range of needs within the service. This included children with diagnosed or emerging additional needs, as well as children requiring support related to sensory, developmental, and medical conditions.

In addition, several children completed a second year of kindergarten in 2025, highlighting the importance of differentiated learning approaches and ongoing developmental support to meet individual needs.

Educator Reflection and Professional Growth

As part of the reflective process, educators identified the need for ongoing support in achieving both individual and team goals, as well as guidance in supporting families, particularly those with additional needs. Key areas of focus included behaviour guidance, speech and language delays, referral processes, and responding to home life challenges impacting children.

The Kindergarten Manager and Assistant Manager, having completed Growth Coaching Model Training in 2023, continued to embed goal-setting practices across 2024 and 2025. This supported the development of a reflective team culture aligned with the needs of the kindergarten.

During team reflections, educators expressed a desire for more targeted coaching, including modelling of practice, opportunities to observe teaching, and feedback on their own approaches. There was also a strong emphasis on strengthening child observations and embedding child voice and agency more consistently across the program.

Staffing, Coaching and Inclusion Support

In 2025, the inclusion of additional educators and a coaching model across all groups strengthened teaching and learning practices. This resulted in increased adult-to-child interactions, allowing educators to more effectively respond to children's emotional needs while also extending their learning and development.

Educators were better positioned to build strong relationships with families, complete referrals, and collaborate regularly with allied health professionals and therapists. This supported a more holistic and responsive approach to each child's development.

Teaching and Learning Priorities

A key focus in 2025 was strengthening inclusion, student voice, and agency across the kindergarten program. Through coaching and professional learning, educators were supported to create inclusive environments where all children, particularly those with diverse needs, were encouraged to express their ideas, make choices, and actively participate in their learning. This fostered a strong sense of belonging and ownership.

Another priority was embedding intentional teaching and project work across all aspects of the program. Planning occurred on a weekly basis with input from the entire team, ensuring a collaborative approach that reflected both educator knowledge and children's interests. Daily routines, including sign-in processes and structured transitions, supported consistency while still allowing flexibility for spontaneous and interest-based learning to emerge.



Epping Views Kindergarten



Wonder Books and Pedagogical Approach

In 2025, Wonder Books were introduced, inspired by Claire Warden's Floor Book approach, alongside targeted professional development to build educator confidence. This approach strengthened children's voice and agency by supporting them to reflect on their learning, share ideas, and contribute to decision-making.

Wonder Books made learning visible and meaningful, while also providing a practical and accessible way for educators to document and track children's thinking over time. They supported stronger connections between children, educators, and families, and streamlined access to program documentation.

Teaching Approach and Assessment Practices

The teaching approach balanced intentional, structured learning with opportunities for spontaneous exploration and play. This allowed children to develop key skills, investigate concepts, and engage in meaningful, child-led experiences.

Children's learning and development were supported through an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection. Daily and weekly reflections ensured a responsive and individualised approach to planning, with a strong focus on children's wellbeing, progress, and next steps. Wonder Books played a key role in making this learning visible and accessible to all.

Family Engagement and Communication

Families were kept informed through a range of communication channels, including Compass, foyer displays, group newsletters, and community updates. These approaches supported transparency, strong partnerships, and ongoing engagement in children's learning.

Child Safe Standards

Our work on strengthening the Child Safe Standards at our service increased in response to new policy changes and regulations. We began the process of reflecting on, reviewing, and updating all policies, risk assessments, and documentation to strengthen our child safe practices and support the professional learning of all educators. This process was communicated step by step to families through a Child Safe newsletter and Compass. This work will continue extensively in 2026.





Finance Report

The school managed funds ensuring financial controls and accountability were adhered to and reflective of the Department of Education's current financial reporting framework, best practice financial management and aligned to applicable accounting standards, the Education and Training Reform Act 2006 and the Financial Management Act 1994.

During the year, the sub-committee reviewed and evaluated the financial statements on a regular basis and reported to the School Council. The Framework for Improving Student Learning Outcomes informed the development of the budget and the allocation of funds to particular program budgets.

We continued our financial support for tutor learning, wellbeing and Respectful Relationships as well as school improvements. The Out of School Hours Care (OSHC) and Holiday Program numbers were below 10% of the school population, however the OSHC and Vacation Care program continued to be well managed, and offered the cheapest fee rate in the area.

Professional Development costs included a high degree of support provided for the professional learning of staff with development for the School Improvement Team, Leadership Teams and new and beginning teachers to EVPS through the Career Start Funding.

The school's fundraising efforts from raffles, stalls, and the Yearbook raised approximately \$6326 and the income from voluntary parent contributions was \$6,670. These funds were allocated to school and playground improvements. We received Equity Funding of \$103,027. This funding contributed towards funding our case management model and releasing staff for learning walks to ensure our priority cohorts and equity funded students were achieving the support required to progress. Additionally, this funding was allocated to Progress Achievement Testing Student Engagement and Wellbeing, Datawise training and participation in the Refugee Education in Schools Project.

We received Tier 2 Disability Inclusion funding of \$265,264 to provide staff professional learning and employ a disability inclusion leading teacher and ES staff to support in gaining Tier 3 funding. We were successful in obtaining Tier 3 funding to the value of \$301,388. This also included funding towards beginning to convert students previously funded from the Program for Students with Disabilities to Disability Inclusion funding. Time and financial resources were allocated to support Occupational Health and Safety requirements and modifications to classroom spaces to cater for students with a disability.

Mental Health Funding of \$146,968 was allocated to the full-time Mental Health and Wellbeing Leader, Canine Comprehension, SWPBS and RRRR programs, supported priority student allied health assessments and Staff Professional Development .

We received a DET grant of \$5,100 Sporting Schools to assist with new equipment, programs and various coaching. Tutor funding of \$259,055 was allocated to support tutoring across the school in Literacy and Numeracy as well as our Language Support Program.

At the end of 2024 we were granted workforce bridging finance to contribute to the large deficit generated throughout 2024. The Department agreed that there were factors beyond our control, including, enrolments dropping due to our zone decreasing and new schools opening up, as well as our staffing profile and the large number of staff returning from family leave. In 2025, we continue to be impacted by these factors and maintain a significant deficit. The school is working with a Department Financial Management Advisor to try to mitigate these challenges. We will continue to bare a significant financial deficit over the coming years whilst enrolments reach a stable number at each year level. The deficit for 2025 to be repaid is \$1,094,056 (this will be updated upon reconciliation on 1st April).

The deficit amount includes \$628,311 expenditure for OSHC and Kinder staffing (combined) wages which are held in the school bank accounts and will be repaid to the department in Term 3 and Term 4 of 2026.

There will continue to be financial challenges ahead with pressure on student enrolments which impact school revenue from government funding. A continuing decline in parent contributions and fundraising due to cost of living pressures in the community are contributing to an operating deficit in the school.