2022 Annual Report to the School Community

School Name: Northcote Primary School (1401)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 15 March 2023 at 11:44 AM by Shaun Wells (Principal)

- This 2022 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 10 May 2023 at 10:35 AM by Steven Horvat (School Council President)

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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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.

What does *'NDP'* or '*NDA*' mean?

'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.

What is 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').

About Our School

School context

Northcote Primary School is located on Helen Street in the inner northern suburb of Northcote, Melbourne, and was first opened in 1874. Over our 148-year history, the school has evolved into a place where community matters. Northcote Primary School is known for its strong sense of community connectedness, and we are a welcoming school community. Strong relationships are the hallmark of our school - among students, parents, and staff and within the Northcote community. The wider Northcote Primary School community are seen as partners in providing a unified purpose and direction for achieving quality education for every child and our students achieve strong results academically. We are proud of our teaching and learning approach and the high standards we set for our staff and students and are committed to continuous improvement across the school.
The school vision statement is: Collaborative learning in a community that cares. We believe in our school values as guiding statements, and as a learning community are committed to embedding these within the daily experience of our school. The core values of the school are respect, collaboration, and community mindedness. These values underpin a school environment and atmosphere where safety, caring attitudes, quality respectful relationships, consultative decision-making, and high educational standards are encouraged. Our school offers a range of specialist and extracurricular programs including languages education in Italian, Visual Arts, Health and Physical Education, interschool sports, choir, instrumental music tuition, student agency, leadership and voice, Buddy program, Lunch clubs, Camping program, incursions and excursions and an Out of School Hours care program. Technology is a core part of the educational program at Northcote Primary School and a core element in classrooms and learning spaces, which includes laptops, iPads, and other devices to support learning programs.

In 2022 the school's enrolment was 355 students. The school was made up of 15 classes; 3 x Prep; 4 x 1/2 composite; 4 x 3/4 composite; and 4 x 5/6 composite classes. The school had three students in the Program for Students with a Disability (PSD), five percent of students with English as an Additional Language (EAL), and three Aboriginal or Torres Strait Islander students. The school's overall socio-economic band value was rated as low. The staffing profile was made up of a Principal, an Assistant Principal, a Learning Specialist, x18 Teachers (18.22 FTE); x5 Education Support Staff (4.45 FTE) and a Business Manager.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the school's Annual Implementation plan (AIP) focused on the implementation of three Key Improvement Strategies (KIS) related to (1) Collaboration, (2) Differentiation and (3) Engagement/Wellbeing.
(1) The improvement goal in Collaboration was to build teacher knowledge of Professional Learning Communities (PLC) and the FISO Improvement Cycle and to collaboratively develop a Guaranteed and Viable Curriculum (G+VC) and build Pedagogical Content Knowledge (PCK) to improve teacher expertise.
(2) The improvement goal in Differentiation was to build staff capability to consistently use assessment data to accurately inform point of need teaching and to build staff capability to use a Response to Intervention (RTI) approach to planning for differentiated learning based on student data.

Wellbeing

 (3.1) The improvement goal in Wellbeing was to develop a whole-school wellbeing strategy to support students at risk, including the consistent implementation of individual educations plans (IEPs) and Student Support Group Meetings (SSGs).
Teams used a range of DET resources and policies to build staff knowledge and to assess the current level of practice regarding IEPs. The next step was to begin to develop and refine whole school procedures and to develop a common understanding. The team then set about developing a whole-school user guide that included worked examples to support teachers to become more independent in developing a IEPs for students.

Engagement

(3.2) The improvement goal in Engagement was to develop teachers' capability to implement authentic student voice, choice, and agency to empower students to engage in regular conversations about their learning progress and set goals.

Teams worked across the school to develop and refine a consistent approach and expectations to embedding learning intentions and success criteria at Northcote PS. Teachers developed a user-friendly guide to support all staff in their implementation in classrooms that included reference to specific language used and how these were being documented in team and individual planning documents.

As part of their roles and responsibilities individual teachers worked with representative groups of students to increase their voice and leadership throughout the school including, junior school council, house captains and a newly appointed green team.

Financial performance

Northcote Primary School maintained a sound financial position during the 2022 school year. Northcote Primary school recommenced fundraising in the later part of the 2022 school year. Fundraising events and activities have reconnected the school's community. Funds raised have been carried into the 2023 school year for expenditure. Camps and excursion recommenced in 2022 our students in all years levels had an opportunity to attend excursions, incursions and camps. Northcote Primary School carried forward money for future capital works to be completed by the Victorian School Building Authority (VSBA) ; a submission for ground works is due to be submitted early in 2023 to the VSBA. Northcote primary school upgraded various administrative systems in 2022 such as new ICT servers in use for the whole school for students and staff, new Ipads for use in the prep to grade 2 with a ratio of 1 to 2, and new telephone systems across the whole school, new archiving system and also a new enrolment system. Northcote Primary School received a grant for a new shade sail which is due to be installed in early 2023.

For more detailed information regarding our school please visit our website at
http://www.northcoteps.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 356 students were enrolled at this school in 2022, 177 female and 179 male.

7 percent of students had English as an additional language and 1 percent 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).
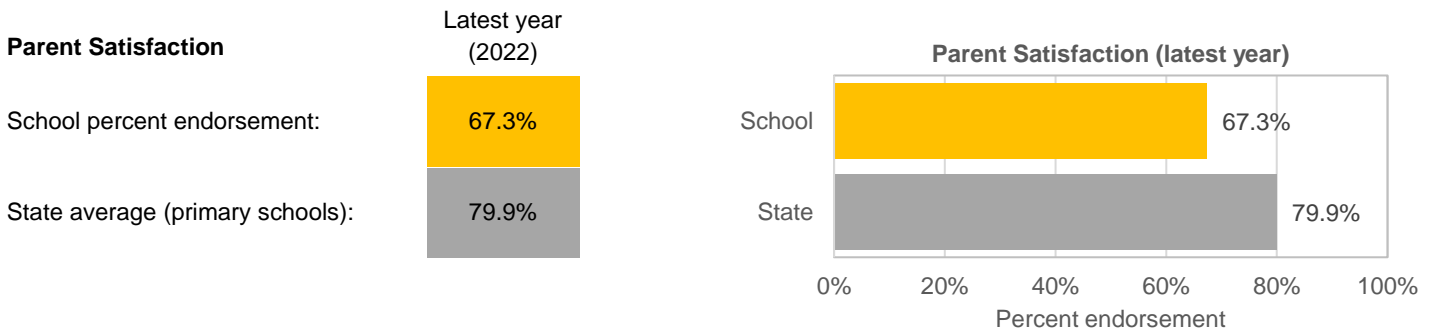
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
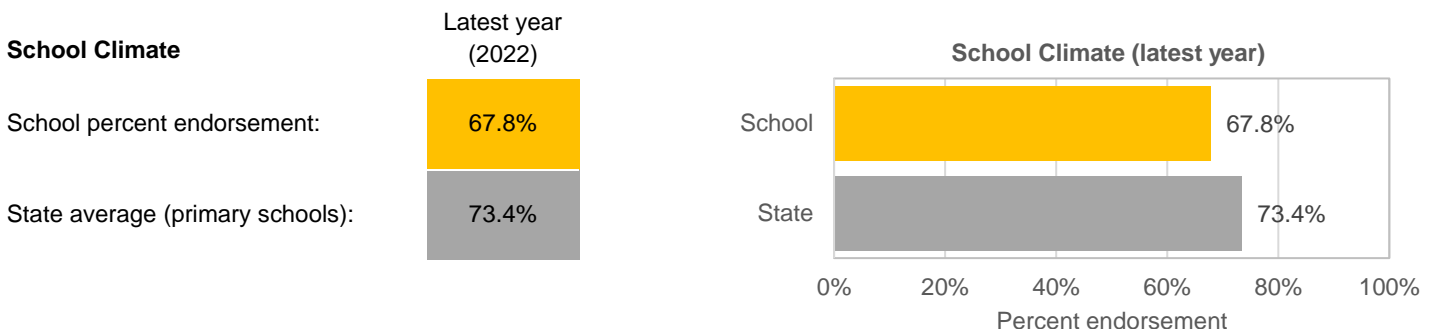
Parent Satisfaction	Latest year (2022)
School percent endorsement:	67.3%
State average (primary schools):	79.9%

Parent Satisfaction (latest year)

School 67.3%
State 79.9%

Percent endorsement

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2022)
School percent endorsement:	67.8%
State average (primary schools):	73.4%

School Climate (latest year)

School 67.8%
State 73.4%

Percent endorsement

LEARNING

Key: ***'Similar Schools'** are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	94.3%
Similar Schools average:	95.0%
State average:	87.0%

English (latest (year)
Years Prep to 6

School 94.3%
Similar Schools 95.0%
State 87.0%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
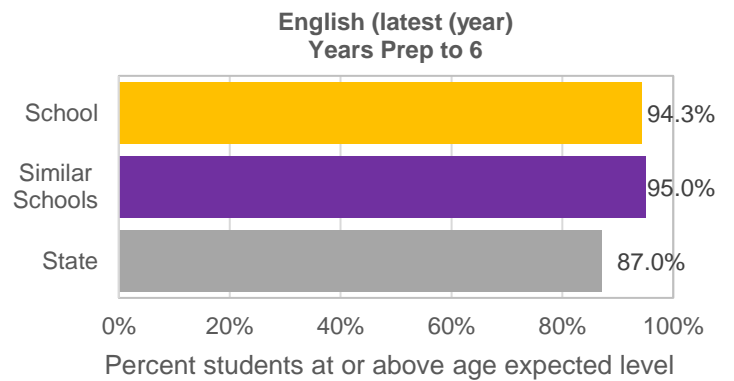
Mathematics **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	94.1%
Similar Schools average:	95.3%
State average:	85.9%

Mathematics (latest year)
Years Prep to 6

School 94.1%
Similar Schools 95.3%
State 85.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
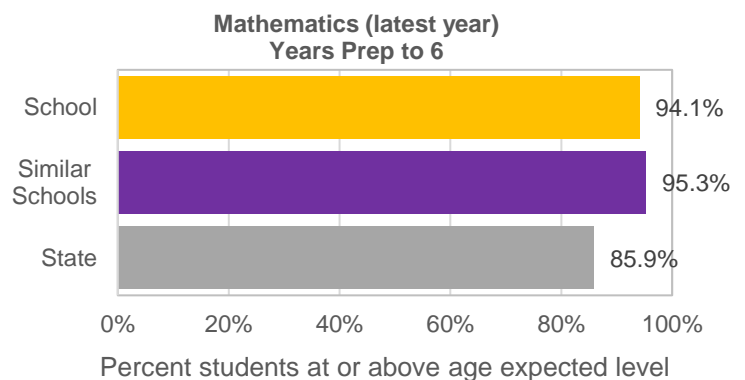
LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.
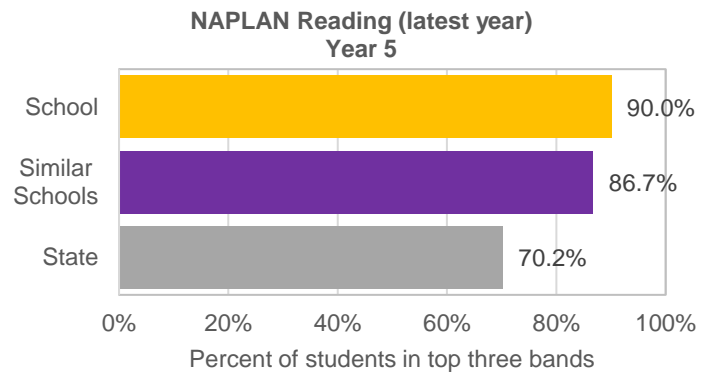
Reading **Year 3**	Latest year (2022)	4-year average
School percent of students in top three bands:	91.7%	91.3%
Similar Schools average:	90.0%	89.7%
State average:	76.6%	76.6%

NAPLAN Reading (latest year)
Year 3

School	91.7%
Similar Schools	90.0%
State	76.6%

Percent of students in top three bands
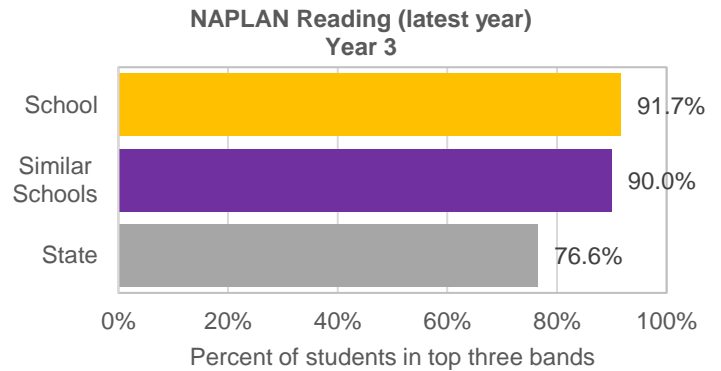
Reading **Year 5**	Latest year (2022)	4-year average
School percent of students in top three bands:	90.0%	91.9%
Similar Schools average:	86.7%	85.9%
State average:	70.2%	69.5%

NAPLAN Reading (latest year)
Year 5

School	90.0%
Similar Schools	86.7%
State	70.2%

Percent of students in top three bands

Numeracy **Year 3**	Latest year (2022)	4-year average
School percent of students in top three bands:	81.3%	82.5%
Similar Schools average:	79.5%	82.5%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year)
Year 3

School	81.3%
Similar Schools	79.5%
State	64.0%

Percent of students in top three bands
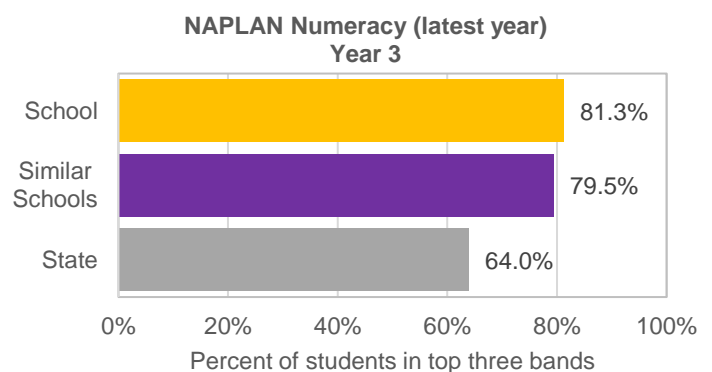
Numeracy **Year 5**	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	78.0%
Similar Schools average:	71.6%	76.6%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year)
Year 5

School	75.0%
Similar Schools	71.6%
State	54.2%

Percent of students in top three bands
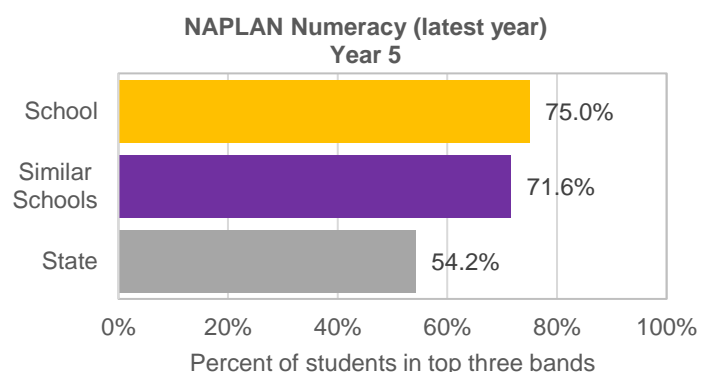
WELLBEING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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).

Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	75.5%	84.9%
Similar Schools average:	75.1%	76.6%
State average:	78.1%	79.5%

Sense of Connectedness (latest year) Years 4 to 6

School 75.5%
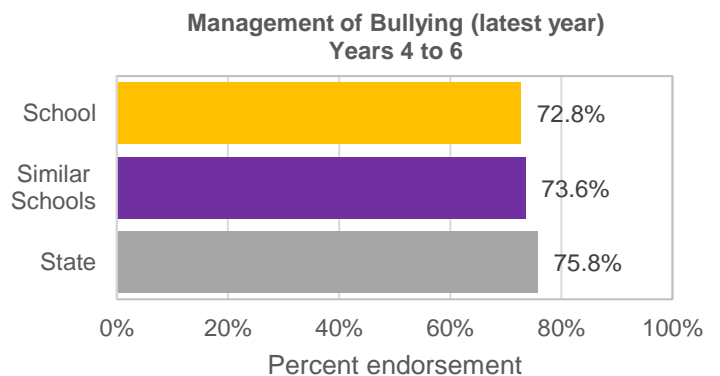Similar Schools 75.1%
State 78.1%

Percent endorsement
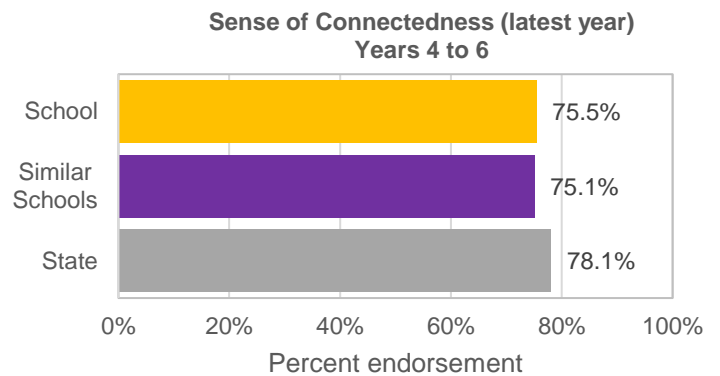
Student Attitudes to School – Management of Bullying

The percent 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).

Management of Bullying Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	72.8%	84.6%
Similar Schools average:	73.6%	76.0%
State average:	75.8%	78.3%

Management of Bullying (latest year) Years 4 to 6

School 72.8%
Similar Schools 73.6%
State 75.8%

Percent endorsement

ENGAGEMENT

Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	18.8	12.0
Similar Schools average:	19.4	12.9
State average:	23.3	17.0

Student Absence (latest year)
Years Prep to 6

School	18.8
Similar Schools	19.4
State	23.3

Average number of absence days
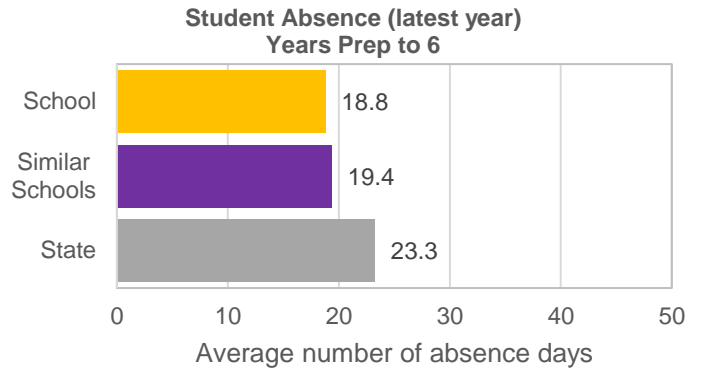
Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	90%	92%	91%	90%	91%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	$2,929,532
Government Provided DET Grants	$399,519
Government Grants Commonwealth	$0
Government Grants State	$34,480
Revenue Other	$19,869
Locally Raised Funds	$364,426
Capital Grants	$0
Total Operating Revenue	**$3,747,826**

Equity [1]	Actual
Equity (Social Disadvantage)	$9,733
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$9,733**

Expenditure	Actual
Student Resource Package [2]	$2,729,173
Adjustments	$0
Books & Publications	$1,762
Camps/Excursions/Activities	$159,056
Communication Costs	$4,407
Consumables	$97,172
Miscellaneous Expense [3]	$3,880
Professional Development	$12,476
Equipment/Maintenance/Hire	$72,454
Property Services	$89,826
Salaries & Allowances [4]	$214,160
Support Services	$103,628
Trading & Fundraising	$19,511
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$49,150
Total Operating Expenditure	**$3,556,655**
Net Operating Surplus/-Deficit	**$191,170**
Asset Acquisitions	**$11,895**

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

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	$874,222
Official Account	$52,695
Other Accounts	$20,052
Total Funds Available	**$946,969**

Financial Commitments	Actual
Operating Reserve	$127,546
Other Recurrent Expenditure	$1,576
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$63,362
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$2,283
Capital - Buildings/Grounds < 12 months	$545,443
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$740,209**

All funds received from the Department, 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.