

2023 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 \(VIT\)](#)
- 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 2024 at 05:13 PM by Shaun Wells (Principal)

- This 2023 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 27 March 2024 at 08:25 AM by Jo Pitt (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).

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 149-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: Together, we create an environment where every student thrives. Our school motto 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 2023 the school's enrolment was 325 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 a small number of students in the Program for Students with a Disability (PSD), five percent of students with English as an Additional Language (EAL), and a handful of 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, Leading Teacher, Learning Specialist, x18 Teachers (17.94 FTE); x5 Education Support Staff (4.45 FTE) and a Business Manager.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the school's Annual Implementation plan (AIP) focused on the implementation of two Key Improvement Strategies (KIS) related to (1) Learning and (2) Engagement. The improvement goal in Learning was to develop a consistent whole school instructional model and to develop consistent whole school planning documentation to support the implementation of the instructional model.

Working closely with our teaching staff, we have now developed a consistent whole-school instructional model. Our goal was to create a shared approach that reflects the expertise and combined input of our teachers and their varied experience. With our Leading Teacher and Learning Specialist leading this work, together, we've built a framework that will begin to ensure consistency in our practices from year to year and from classroom to classroom. This collaborative process has also ensured that our model is not only consistent but also able to be adapted to the changing needs of teaching and learning. As part of the development of this model, there are elements that are non-negotiable and will be consistent across the school and there are elements that can be tailored to the learning needs of the students or the individual choices of the teacher.

We have also begun to fine-tune our documentation to ensure consistency, mirror the instructional model and streamline the planning process for teams and individuals. This refinement once again has been a collaborative effort involving our staff led by our Leading Teacher and Learning Specialist.

We will begin to support staff to engage with this new documentation early in the new school year. As part of the support, we have worked with new 2024 team leaders to ensure they are able to support their teams to consistently use this documentation from the beginning of the school year. We have also provided staff with a planning day in their new teaching teams, a planning day supported by the Leading Teacher to begin to engage with this new documentation and a new process that sits behind the documentation. Whilst we have already started to see anecdotal improvements, we are predicting that the real indication of our progress will be in next year's survey as the instructional model work was only beginning at the time the surveys were being completed for the 2023 school year.

Wellbeing

Throughout 2023, we kept a sharp focus on the wellbeing and resilience of both our staff and students. One key aspect of our approach was the ongoing implementation of the Resilience, Rights, and Respectful Relationship (RRRR) program, which was integrated into the curriculum from Prep to Year 6. We dedicated time to reviewing various resources, such as draft social and emotional learning (SEL) scope and sequence documents, as well as SWPBS (School-wide Positive Behavior Support) materials and engaged with the Talking the Talk program.

In addition to structured programs, we made sure to include special events throughout the year that promote social inclusion and cultural awareness among our students. These events, such as Harmony Day and the National Day Against Bullying and Violence, provide valuable opportunities for our students to actively engage in building inclusivity and understanding within our school community.

As part of our ongoing efforts to understand and address the needs of our school community, we're exploring methods for collecting wellbeing data and making better use of our student attitude-to-school surveys. In 2023, we also purchased and implemented PIVOT, a student perception survey to further explore the students perspectives on their schooling and teams used this information to plan and adjust their teaching and learning strategies.

Engagement

Attendance data at Northcote Primary School has continued to be very good at 91.5%, returning to patterns seen pre-COVID. Most longer periods of student absence being attributed to approved extended family holidays. With a total percentage of 27% of 20+ days of student absence. This puts Northcote Primary School ahead of similar schools, other schools in the network and the state average.

The improvement goal in (2) Engagement was to develop a consistent whole school approach to behaviour expectations and to develop a consistent whole school approach to managing behaviours

We have now developed a consistent model that outlines and clarifies the whole school behavioural expectations. The framework serves as a foundation for primarily reinforcing positively framed behaviour expectations which take the form of the school values of respect, collaboration and community-mindedness. These behavioural expectations have been identified for various areas and locations around the school, including learning areas, before and after school, transitions, online or device use, in the yard, at assembly and when using the toilets.

We have started to establish a system of responding to inappropriate behaviours and consistent whole school responses depending on the severity of the behaviour ranging from minor, moderate and major. We have also engaged in professional learning led by the Departments School Wide Positive Behaviour (SWPBS) Coach to outlines key elements and initial steps.

Financial performance

Northcote Primary School maintained a sound financial position during the 2023 school year, although adjustments were required to be made to some teaching and learning budgets due to a lower-than-normal Parent Contribution. Northcote Primary was back in the full swing of fundraising in the 2023 school year with the return of some community favourites, chiefly the major fundraiser, the School Fete, as well as the Trivia Night, the Mango Drive and Tea Towels. We also added a new fundraising event to the school calendar, the Parent-Battle-of-the-Bands. Fundraising events and activities in 2023 really helped to reconnect our school community. Funds that were raised during the 2023 school year were used to upgrade the Bike Shed, Canteen Facilities (aluminium benchtops for students to use) and various Technology resources (Bee bots and Green Screens). The bulk of the fundraising money in 2023 was spent on the newly established specialist Music classroom, with the purchase of a class set of xylophones and Marimba's. Northcote Primary School commenced upgrading the school's Literacy and Numeracy resources during the 2023 school year.

During the 2023 school year our students from grade 1 to grade 6 have all had opportunity to go on camps and all students participated in a range of offsite excursions and onsite incursions linked to the learning taking place in the classrooms. Northcote Primary School carried forward money for future school-funded capital works to be completed by the Victorian School Building Authority (VSBA) in 2024, A submission for the capital works was approved by school council and submitted to the VSBA.

For more detailed information regarding our school please visit our website at
<https://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 326 students were enrolled at this school in 2023, 161 female and 163 male.

8 percent of students had English as an additional language and 2 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).

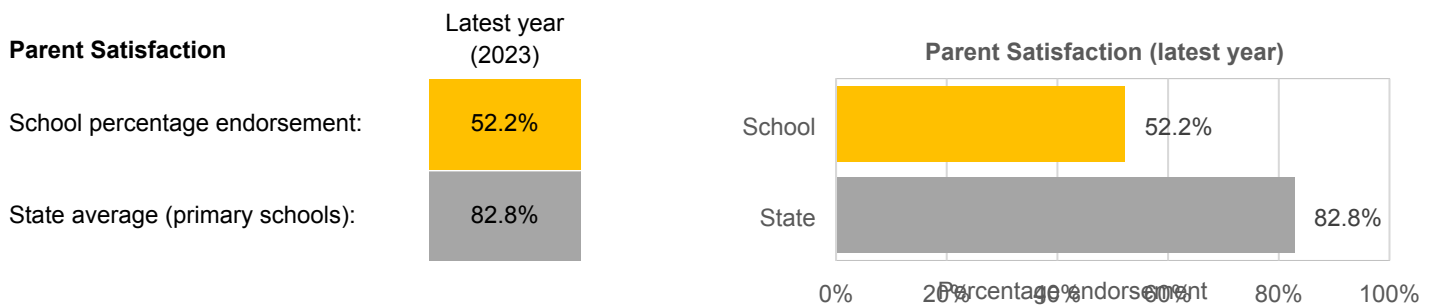
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

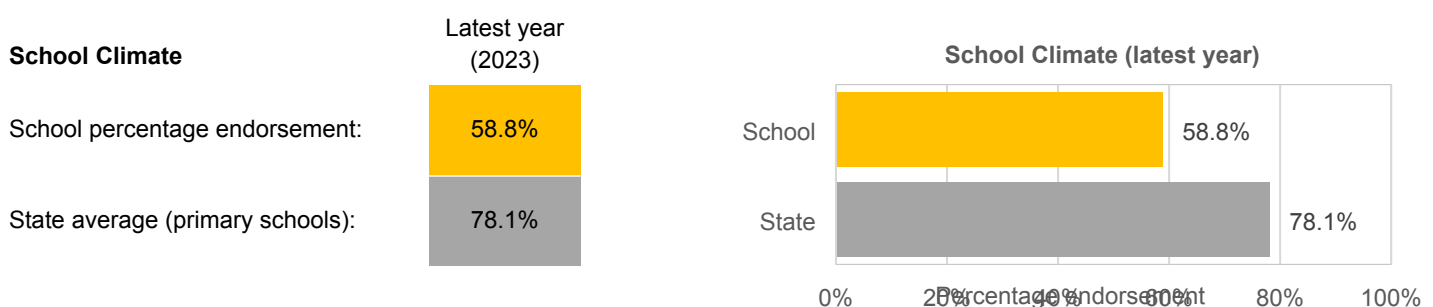


School Staff Survey

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.



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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

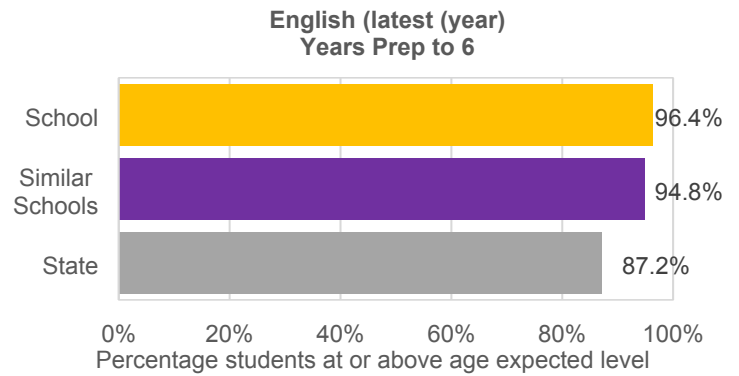
96.4%

Similar Schools average:

94.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

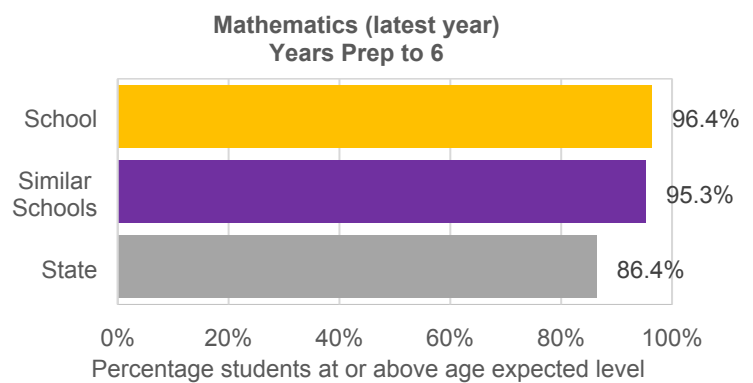
96.4%

Similar Schools average:

95.3%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.4%

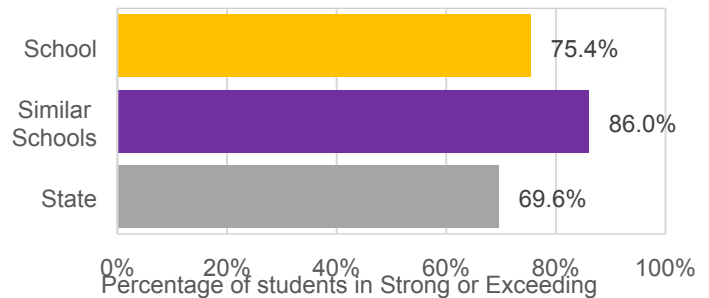
Similar Schools average:

86.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

95.2%

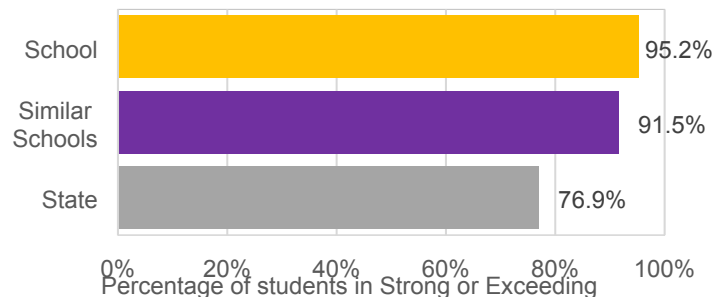
Similar Schools average:

91.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.4%

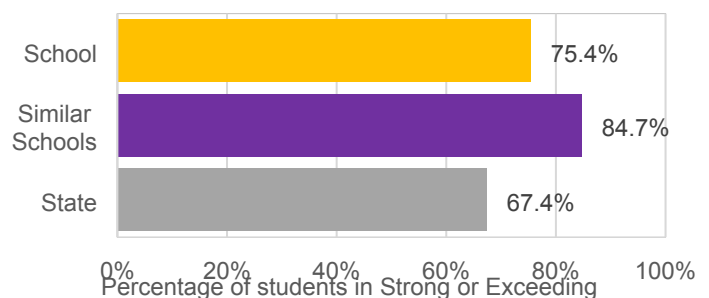
Similar Schools average:

84.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.4%

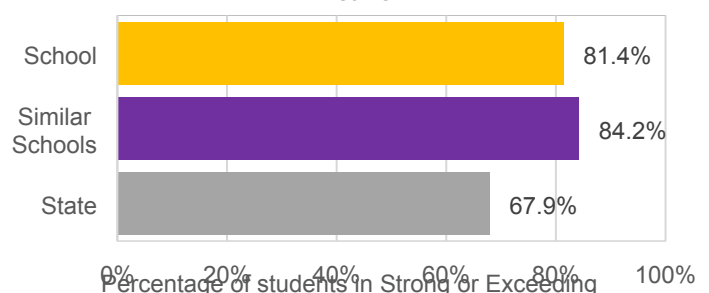
Similar Schools average:

84.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

91.7%

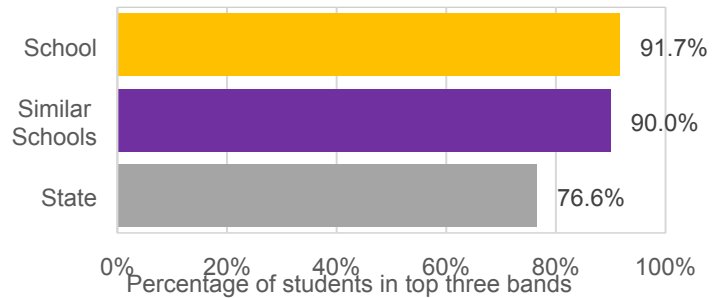
Similar Schools average:

90.0%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

90.0%

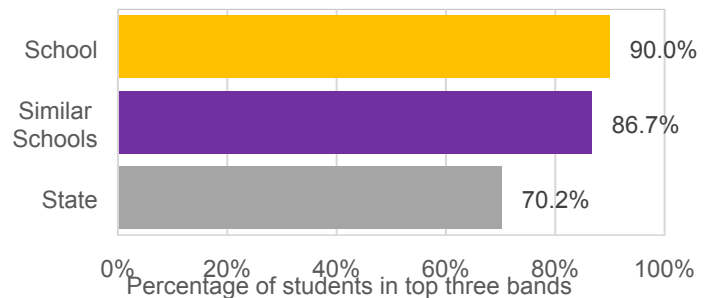
Similar Schools average:

86.7%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

81.3%

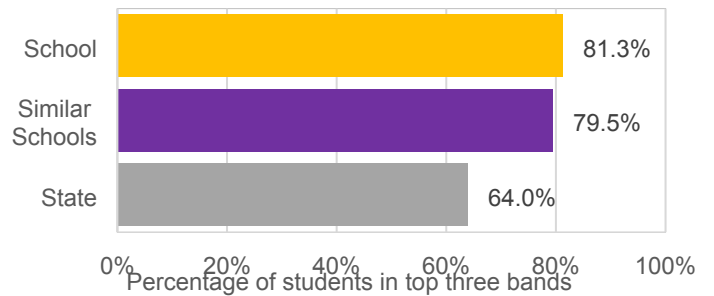
Similar Schools average:

79.5%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

75.0%

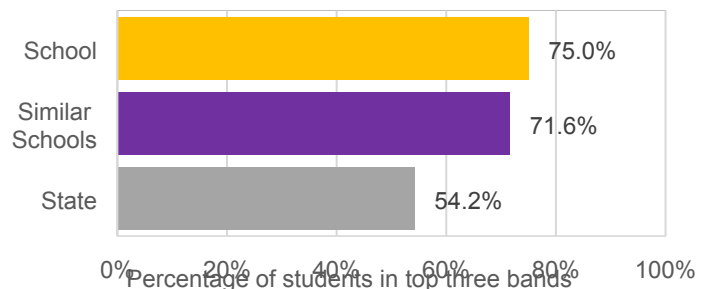
Similar Schools average:

71.6%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

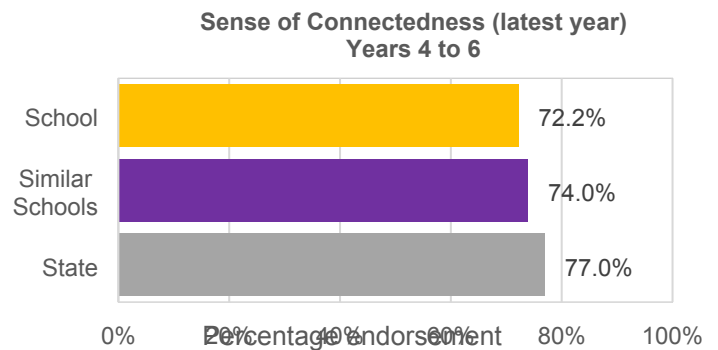
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The 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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	72.2%	78.6%
Similar Schools average:	74.0%	75.6%
State average:	77.0%	78.5%

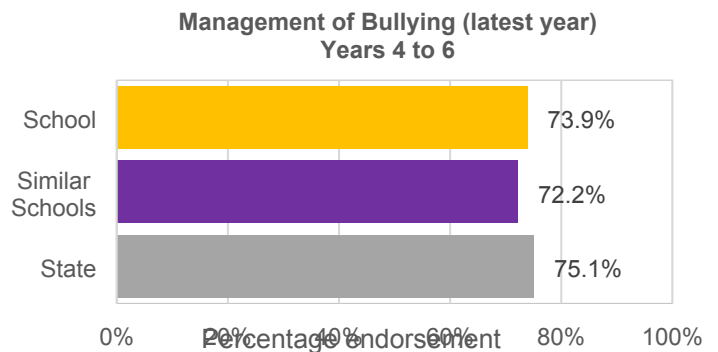


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	73.9%	78.4%
Similar Schools average:	72.2%	74.5%
State average:	75.1%	76.9%



ENGAGEMENT

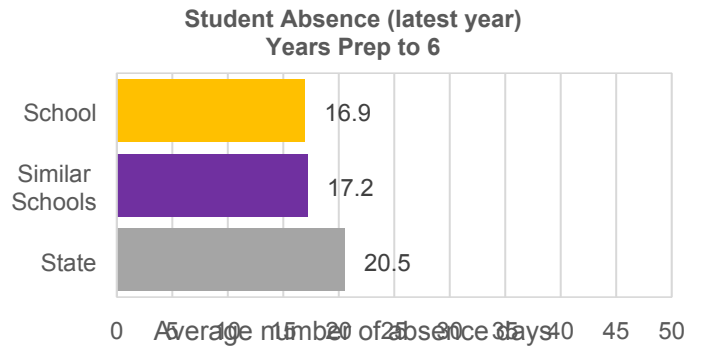
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	16.9	12.7
Similar Schools average:	17.2	13.5
State average:	20.5	18.1



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 (2023):	93%	91%	93%	93%	89%	91%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,121,676
Government Provided DET Grants	\$335,584
Government Grants Commonwealth	\$3,400
Government Grants State	\$0
Revenue Other	\$56,153
Locally Raised Funds	\$453,723
Capital Grants	\$0
Total Operating Revenue	\$3,970,535

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,659
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,659

Expenditure	Actual
Student Resource Package ²	\$2,947,678
Adjustments	\$0
Books & Publications	\$1,968
Camps/Excursions/Activities	\$182,345
Communication Costs	\$3,575
Consumables	\$138,661
Miscellaneous Expense ³	\$9,379
Professional Development	\$28,686
Equipment/Maintenance/Hire	\$129,561
Property Services	\$112,447
Salaries & Allowances ⁴	\$167,877
Support Services	\$31,857
Trading & Fundraising	\$70,767
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,750
Total Operating Expenditure	\$3,876,551
Net Operating Surplus/-Deficit	\$93,984
Asset Acquisitions	\$0

(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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$827,540
Official Account	\$13,291
Other Accounts	\$20,852
Total Funds Available	\$861,683

Financial Commitments	Actual
Operating Reserve	\$143,827
Other Recurrent Expenditure	\$1,669
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$83,337
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$40,397
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$520,137
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$789,367

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.