2024 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 25 March 2025 at 12:09 PM by Shaun Wells (Principal)

- As executive officer of the school council, I attest that this 2024 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 2025 at 01:34 PM by Shaun Wells (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
- 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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Northcote Primary School is located on Helen Street in the inner northern suburb of Northcote, Melbourne. First opened in 1874, the school has a long and proud history of serving the local community. Over our 150 years, we have evolved into a school where community matters, fostering strong, positive relationships among students, parents, staff, and the broader Northcote community. These relationships are the foundation of our school culture, contributing to our welcoming and inclusive environment.

Our commitment to providing a high-quality education is driven by our vision: *Together, we create an environment where every student thrives.* This vision, embodied in our motto *Collaborative learning in a community that cares,* guides everything we do. It reflects our core values of respect, collaboration, and community-mindedness—principles that shape the daily experiences of our school. These values promote safety, caring attitudes, quality relationships, consultative decision-making, and high educational standards.

In addition to our values, we are guided by five pillars that inform our approach: inclusion, creativity, community, sustainability, and technology and innovation. These pillars work in tandem with our vision and values, creating a dynamic and interconnected framework for how we operate as a school.

Our school offers a range of specialist and extracurricular programs, including Italian language education, Visual Arts, Music, Health and Physical Education, interschool sport, choir, instrumental music tuition, student agency, leadership and voice initiatives, Buddy programs, lunch clubs, camping programs, incursions, excursions, and an Out of School Hours Care program. Technology is an integral part of our educational program, with interactive whiteboards, laptops, iPads, and other devices supporting and enhancing classroom learning.

We continue to prioritise the wellbeing and engagement of all our students. For those requiring challenge and extension, we offer Individual Education Plans (IEPs), participation in the Victorian Student Excellence Program, and the Maths Olympiad. For students needing additional support, we provide reasonable adjustments and access to our Disability and Inclusion program. As a school, we are committed to supporting the whole child, ensuring that every student is ready to learn and thrive when they are at school.

In 2024 the school's enrolment was 308 students. The school was made up of 14 classes; 2 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), seven 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, x16 Teachers (15.95 FTE); x5 Education Support Staff (4.35 FTE) and a Business Manager.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, 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 embed the whole-school Northcote Primary School instructional model and refine planning documentation to support its implementation. We focused on embedding this model across all classrooms, ensuring structured and engaging lessons, and designing rich learning experiences that challenged and extended students. The next steps involved building staff confidence and consistency in using it effectively. Teachers participated in ongoing professional learning to deepen their understanding and refine their practice. Professional Learning Communities (PLCs) played a key role in helping teachers use student data to adjust lessons and better support individual learning needs. Planning documents were further refined to provide clear, practical resources for teaching. Additionally, leadership and coaching opportunities were expanded to support staff, strengthen collaboration, and enhance teaching and learning across the school.

The successful implementation of the new mathematics curriculum in 2024 has been a significant achievement for our school. Teachers have embraced the revised content, with a strong focus on building students' foundational mathematical skills and fostering deeper understanding. To support this, we worked closely with a numeracy consultant and incorporated the "Big Ideas" into our maths framework alongside a Maths Pathways document to guide our teaching practices. Assessment practices have been aligned with the new curriculum, enabling teachers to monitor student progress more effectively and make data-informed decisions. We've streamlined our reporting processes to ensure that parents receive clear, meaningful updates on their child's mathematical development, providing a comprehensive view of their learning journey. Additionally, we've developed a communication plan to actively involve parents and families in the process, ensuring they are well-informed of the changes and engaged in their child's learning.

Wellbeing

The refinement of our Social and Emotional Learning (SEL) curriculum, along with the integration of the Resilience, Rights, and Respectful Relationships (RRRR) program, remains a key initiative. As part of this process, we have been revisiting our SEL scope and sequence documents to ensure a more cohesive and comprehensive approach. By aligning these elements with the evolving needs of our students and the broader goals of the school, we aim to support their social and emotional development in a more intentional and integrated manner across all year levels.

In line with our comprehensive approach to SEL and wellbeing, we have integrated cyber-safety and online safety education into the curriculum review. This ensures students develop the knowledge and skills to navigate digital spaces responsibly, reinforcing positive online behaviours

alongside broader SEL strategies. These sessions empower students to become responsible digital citizens and make informed choices about their digital interactions.

To further strengthen our whole-school approach to wellbeing, we have continued to implement the Talking the Talk program. This program equips students with essential life skills through age-appropriate workshops on relationships, identity, body safety, and consent.

Beyond structured programs, we foster social inclusion and cultural awareness through events such as Harmony Day, the National Day Against Bullying and Violence, and IDAHOBIT (International Day Against Homophobia, Biphobia, and Transphobia), providing students with opportunities to engage in building a sense of belonging and respect within the school community.

To further enhance our understanding of student wellbeing, we are improving how we collect and utilise wellbeing data, including the student attitude-to-school surveys. The PIVOT student perception survey remains an important tool for gathering insights into students' experiences, helping teaching teams refine strategies to improve engagement and learning outcomes.

The Big Sister Experience was offered for the first time in 2024, providing workshops for Year 4, 5, and 6 students. This program aims to empower students by focusing on building resilience, self-love, and confidence, while exploring mental health, relationships, and personal growth. The program received positive feedback from students, parents, and teachers, and will continue to be an important part of our wellbeing strategy in the coming years.

We have been working to build staff capability to support the learning and wellbeing needs of all students through targeted professional learning, delivered both in-house and by external providers. While particular focus has been placed on supporting neurodiverse students, including those with autism and anxiety, our efforts extend to all students with diverse learning needs. These sessions have equipped staff with strategies for supporting learning in whole-class, small-group, and one-on-one settings. A key focus is differentiation, which involves planning for and making reasonable adjustments to ensure all students, especially those needing additional support, can learn in an inclusive and adaptable environment. Adjustments may include modifying the pace, expectations, materials, or delivery methods, providing additional time and support, or offering varied opportunities for students to demonstrate their learning.

Engagement

The improvement goal in **Engagement** was to identify classroom expectations and organise them into a behaviour matrix, which serves as a framework that reflects each behavioural expectation, aligning with our school values of respect, collaboration, and community-mindedness. This framework reinforces positive behaviours in various school contexts, including learning areas, before and after school, during transitions, online or device use, in the yard, at assembly, and when using the toilets. Expectations were written in a positive, clear, and understandable way, consistently posted in classrooms, explicitly taught, and regularly monitored.

Frequent and brief reminders of these expectations were incorporated throughout the school day to help keep students on track. We worked with staff to recognise and encourage expected behaviours and provide specific positive feedback to students, and how to give corrective feedback if required.

Staff have developed a clearer understanding of minor, moderate, and major behaviours, along with the appropriate whole-school responses and documentation. A system for responding to inappropriate behaviours has been established, with consistent responses based on the severity

of the behaviour, ranging from minor to moderate to major. Techniques and processes for addressing inappropriate behaviours have been refined, resulting in more consistent documentation and responses from staff, which has improved data accuracy and follow-up. With a more structured approach to behaviour expectations, students are becoming more engaged in following routines and understanding what is expected of them. As staff continue to model and reinforce these expectations, greater consistency in behaviour management is emerging, helping students feel more secure in their learning environment. This clarity around expectations has led to fewer disruptions, increased focus on learning, and higher student motivation.

Other highlights from the school year

In 2024, Northcote Primary School proudly celebrated its 150th anniversary, marking a significant milestone in our long and vibrant history. The celebrations kicked off with a lively fete, bringing the community together in a spirit of fun and nostalgia. A highlight of the day was our display of historic artifacts, where past and present students explored pieces of the school's rich history. A crowd favourite was the old handwritten rolls, with many past students delighting in finding their own names. Adding to the celebration, our current students created a special display honouring the past, present, and future of Northcote Primary School. Our Prep, One, and Two students even shared their imaginative predictions about what the school might look like in another 150 years!

The anniversary festivities culminated on the **3rd of May**, to commemorate the date the school first opened, with a special afternoon tea. Generations of past and present students, staff, and families gathered to share memories, reconnect, and celebrate the school's enduring legacy. The event also featured a school tour, where former students enjoyed seeing what had changed over the years—while reminiscing about the things that had stayed the same!

Financial performance

Northcote Primary School maintained a stable financial position in 2024, with funds effectively managed to support educational programs, infrastructure improvements, and staff professional development.

A significant investment was made in upgrading literacy resources to align with the Department's new reading position, focusing on systematic synthetic phonics. Decodable books were introduced to support early literacy development, while Numeracy resources were expanded to enhance hands-on learning. Additionally, a Numeracy Consultant worked with staff throughout the year to build teaching capability as part of the school's strategic plan.

New glass doors were installed between classrooms in the Grade 1/2 building to enhance flexibility, collaboration, and student learning. These upgrades reduce noise distractions and create adaptable learning spaces that support diverse teaching needs.

Camps, excursions, and incursions from Prep to Grade 6 provided valuable hands-on learning experiences that deepened curriculum understanding while fostering teamwork and problem-solving skills. These activities generated both expenditure and revenue, contributing to the school's educational programs.

Locally raised funds came from a combination of parent contributions, facility hire, and programs such as OSHC, Music Tutors, and Kelly Sports. Major fundraising events—including the School Fete, Trivia Night, Mango Drive, Tea Towels, and the Parent-Battle-of-the-Bands—strengthened community engagement and contributed to key school upgrades, including improvements to the Bike Shed, Canteen, and Technology resources.

Northcote also allocated $535,000 for the upcoming playground landscaping, scheduled to commence in March 2025.

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 308 students were enrolled at this school in 2024, 152 female and 155 male.

7 percent of students had English as an additional language and NDP 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.

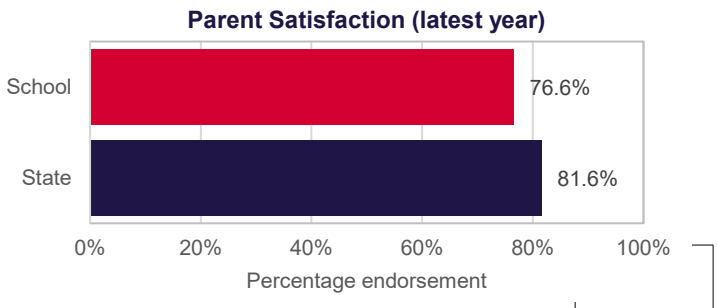
This school's SFOE band value is: **Low**

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.

	Latest year (2024)
Parent Satisfaction	



School percentage endorsement:	76.6%
State average (primary schools):	81.6%

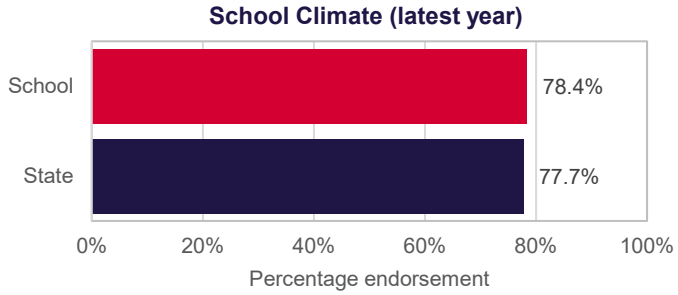
School Staff Survey

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 (2024)
School percentage endorsement:	78.4%
State average (primary schools):	77.7%



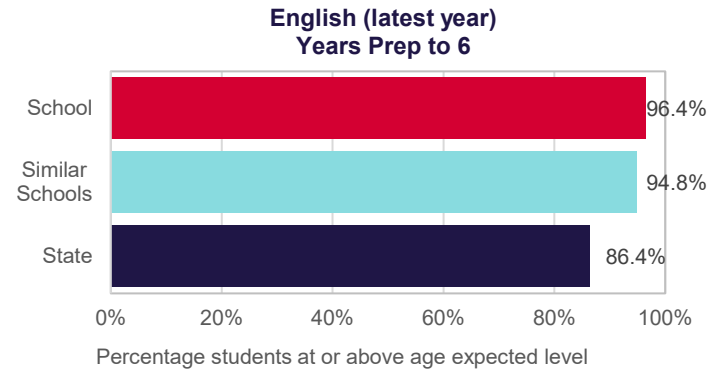
LEARNING

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.***

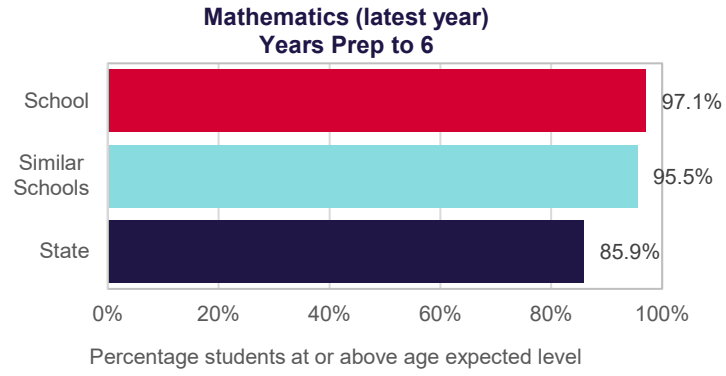
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	96.4%
Similar Schools average:	94.8%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	97.1%
Similar Schools average:	95.5%
State average:	85.9%



LEARNING (continued)

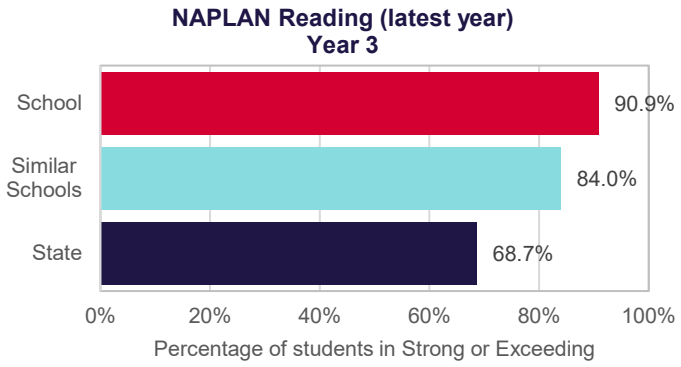
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

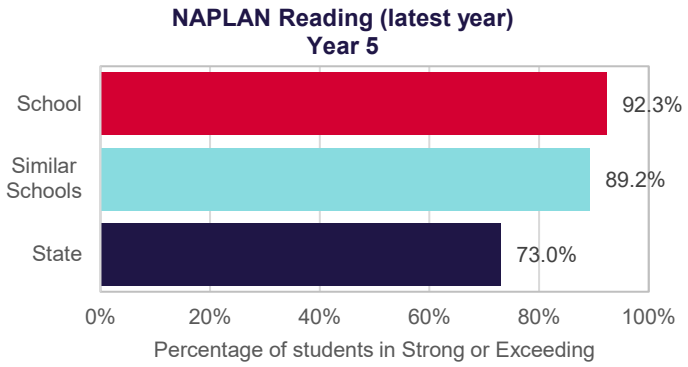
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

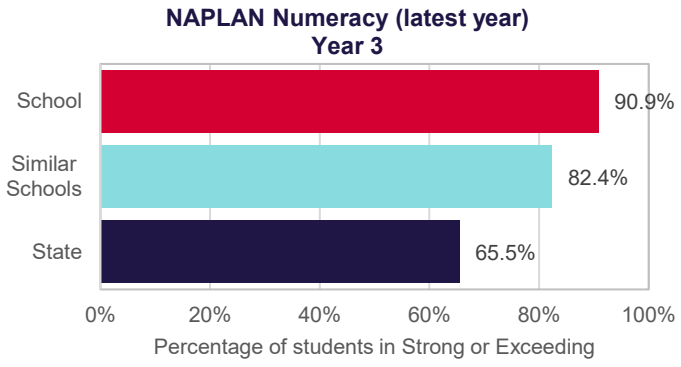
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.9%	81.1%
Similar Schools average:	84.0%	85.0%
State average:	68.7%	69.2%



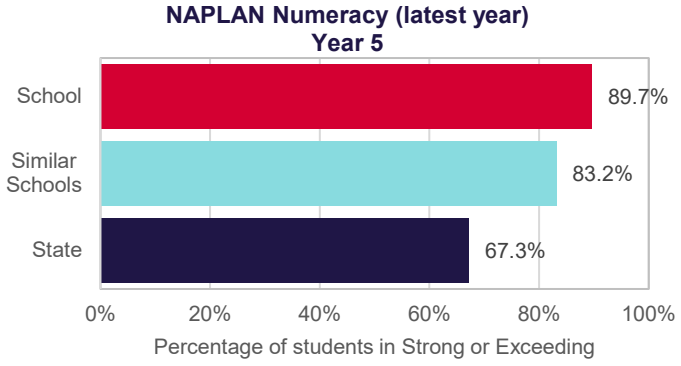
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.3%	93.8%
Similar Schools average:	89.2%	90.0%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.9%	81.1%
Similar Schools average:	82.4%	83.3%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.7%	85.4%
Similar Schools average:	83.2%	83.3%
State average:	67.3%	67.6%



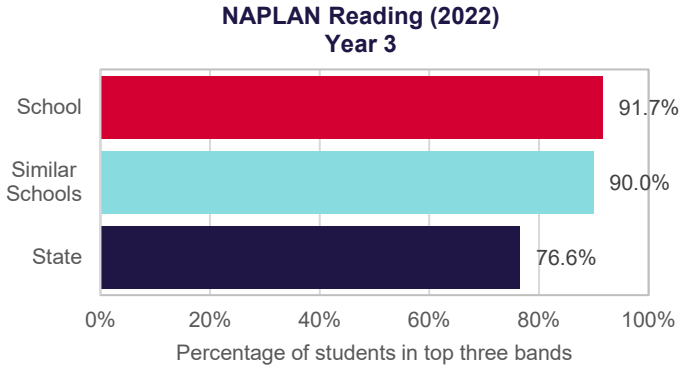
LEARNING (continued)

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.***

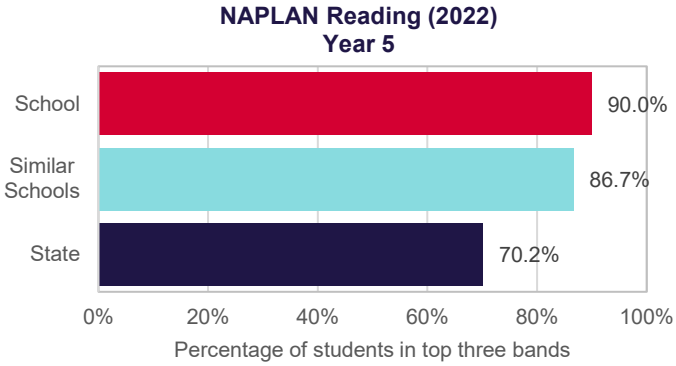
NAPLAN 2022

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

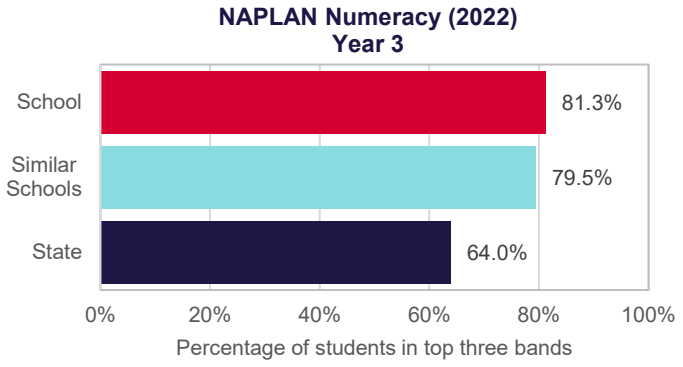
Reading Year 3	(2022)
School percentage of students in the top three bands:	91.7%
Similar Schools average:	90.0%
State average:	76.6%



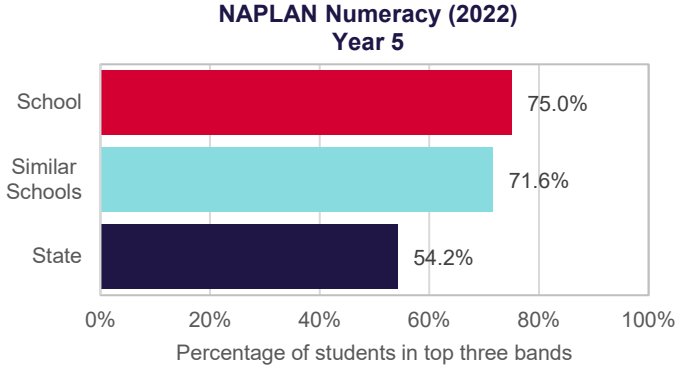
Reading Year 5	(2022)
School percentage of students in the top three bands:	90.0%
Similar Schools average:	86.7%
State average:	70.2%



Numeracy Year 3	(2022)
School percentage of students in the top three bands:	81.3%
Similar Schools average:	79.5%
State average:	64.0%



Numeracy Year 5	(2022)
School percentage of students in the top three bands:	75.0%
Similar Schools average:	71.6%
State average:	54.2%



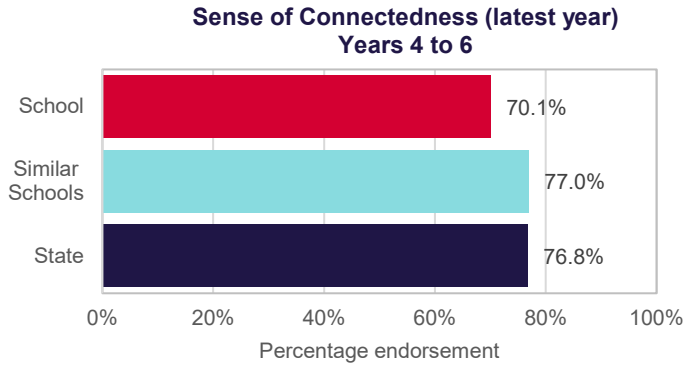
WELLBEING

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).

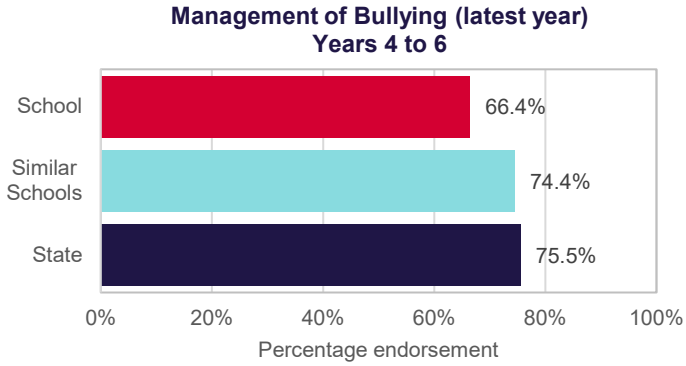
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	70.1%	76.7%
Similar Schools average:	77.0%	76.8%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	66.4%	75.7%
Similar Schools average:	74.4%	75.1%
State average:	75.5%	76.3%



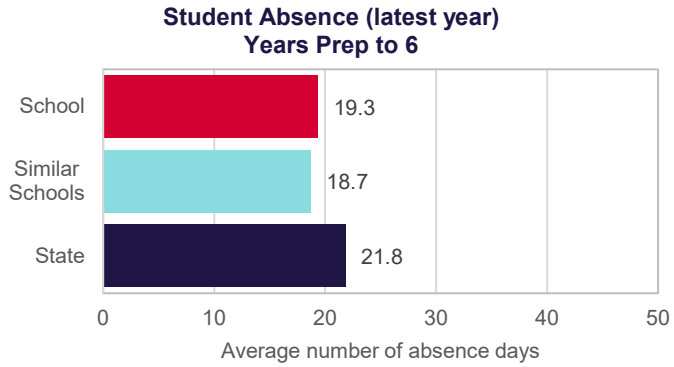
ENGAGEMENT

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 (2024)	4-year average
School average number of absence days:	19.3	15.8
Similar Schools average:	18.7	16.5
State average:	21.8	20.1



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 (2024):	92%	90%	90%	92%	92%	90%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	$2,826,097
Government Provided DET Grants	$302,448
Government Grants Commonwealth	$2,400
Government Grants State	$0
Revenue Other	$48,985
Locally Raised Funds	$461,718
Capital Grants	$0
Total Operating Revenue	**$3,641,647**

Equity [1]	Actual
Equity (Social Disadvantage)	$12,306
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$12,306**

Expenditure	Actual
Student Resource Package [2]	$2,910,432
Adjustments	$0
Books & Publications	$1,630
Camps/Excursions/Activities	$163,882
Communication Costs	$4,302
Consumables	$100,540
Miscellaneous Expense [3]	$10,729
Professional Development	$38,228
Equipment/Maintenance/Hire	$70,576
Property Services	$187,301
Salaries & Allowances [4]	$135,486
Support Services	$64,615
Trading & Fundraising	$52,397
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$32,406
Total Operating Expenditure	**$3,772,523**
Net Operating Surplus/-Deficit	**($130,876)**
Asset Acquisitions	**$24,440**

(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 2025 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 2024

Funds available	Actual
High Yield Investment Account	$880,708
Official Account	$6,857
Other Accounts	$22,169
Total Funds Available	**$909,735**

Financial Commitments	Actual
Operating Reserve	$143,682
Other Recurrent Expenditure	$830
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$3,808
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	$28,983
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$535,402
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$712,705**

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.