

2021 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 2021 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 13 May 2022 at 02:02 PM by Shaun Wells (Principal)

- This 2021 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 06 June 2022 at 10:17 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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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-minded. 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 2021 the school's enrolment was 360 students. The school was made up of 15 classes; 2 x Prep; 5 x 1/2 composite; 4 x 3/4 composite; and 4 x 5/6 composite classes. The school had four 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.

Framework for Improving Student Outcomes (FISO)

In 2021, the school's Annual Implementation plan (AIP) focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions Building Practice Excellence and Positive Climate for Learning.

Teachers continued to update their knowledge of curriculum content and pedagogy in Writing early in the year. However, due to the prolonged period of going in and out of remote learning, many key strategies of the 2021 AIP, were unable to be implemented as the professional learning focus pivoted to remote learning and supporting student learning needs online. The remote learning model at NPS continued to go through a number of refinements as the lock downs progressed and staff learnt more about the platforms introduced and its capabilities and the needs of the community, especially the increasing need to engage students. Following a feedback survey, there was an increase in the live teaching and learning component provided and many students resultingly reported an increased enjoyment and a stronger social connection to the school and their peers.

Staff reported that their workload increased overall with remote learning and that the stressors were different to those in face to face teaching. Nevertheless, they were proud of the work they had put in to create an engaging online learning experience for the students.

Achievement

The progress of students in Prep to Year 6 according to teacher judgement at the end of the 2021 school year when students returned to school for Term 4, remained high in both English and Mathematics, above the State Average and Similar School Average. The Grade 3 and Grade 5 NAPLAN results in both Reading and Numeracy were also above both the State and Similar Schools averages.

Students responded well to the live-teaching model of Remote Learning through the platform of Google Classroom, with high levels of engagement in both whole class and small group lessons. Students demonstrated varying levels of independence when learning remotely from home.

Engagement

With remote learning continuing in various capacities across the year, the school used the student feedback collected in 2020 to change the structure and emphasis of home learning, to closely align with a 'normal' school day. The preference for remote learning was to include more synchronous live sessions that allowed teachers and students the ability to connect in real time, as well as maintain student to student relationships during this time. Student voice, choice and feedback especially during remote learning was made a priority. Live sessions also allowed for teachers to differentiate much more effectively than asynchronous sessions and to support students and their learning as challenges appeared. Students also had access to Specialist teachers and classes during remote learning which increased the variety of lessons and learning that the students were able to engage in. As a result, attendance during remote learning did not waiver and the school was able to maintain the average attendance rate both in and out of remote learning. Professional Learning Communities continued during this time and strategies to support student engagement was a consistent agenda item during these meetings.

Wellbeing

During remote learning, teachers implemented a range of different wellbeing strategies in order to boost both engagement and connection. Some of the activities and routines included: daily wellbeing check ins, a weekly disco, virtual camp, virtual explorers, scavenger hunts, trivia and breakout groups for peer connectedness.

Wellbeing was identified as a key priority for students and staff through both remote learning and the return to school. Teachers worked hard to make the transition back to the classroom as smooth as possible, and to build students' stamina back up to learning for a whole school day. Social and Emotional Learning lessons continued both whilst at school, and throughout remote learning.

The school identified a Respectful Relationships team, who met regularly to evaluate the progress towards its implementation and to set goals accordingly. The Resilience, Rights and Respectful Relationships program continued to be a weekly focus throughout Prep to Grade Six, aligned with Social and Emotional Learning.

Finance performance and position

Northcote Primary School maintained a sound financial position throughout 2021 year. The 2019-2022 School Strategic Plan, along with the 2021 Annual Implementation Plan (AIP), provide the framework for the school priorities to be carried out through the curriculum. The schools' priorities for the 2021 school year were literacy. The school has money remaining from capital works from 2020, this money has been carried forward into 2021 and now into 2022 the monies raised will be used to complete The Victorian Building Authority (VSBA) led and run Capital works project for the school fence and landscaping masterplan for the school. NPS currently receives a small amount of equity funding.

For more detailed information regarding our school please visit our website at
[http://www.northcote.vic.edu.au/](http://www.northcote.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.

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 360 students were enrolled at this school in 2021, 185 female and 175 male.

5 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).

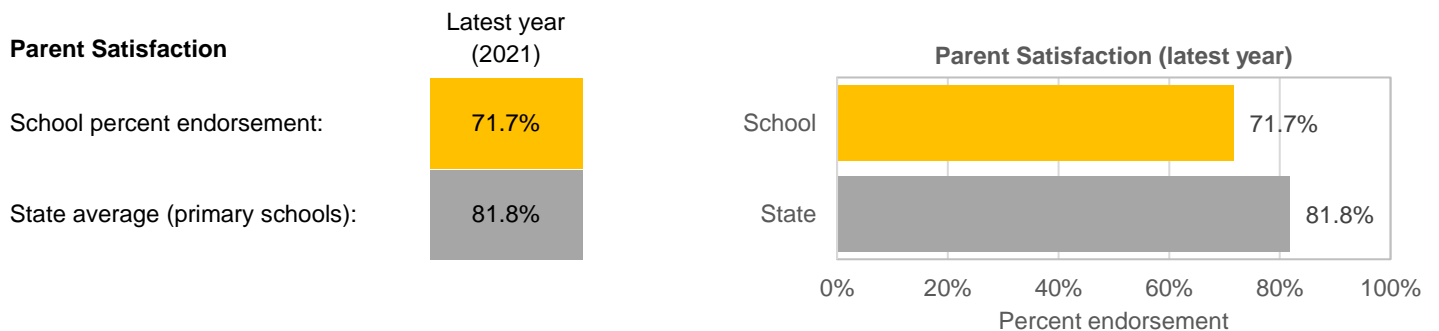
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

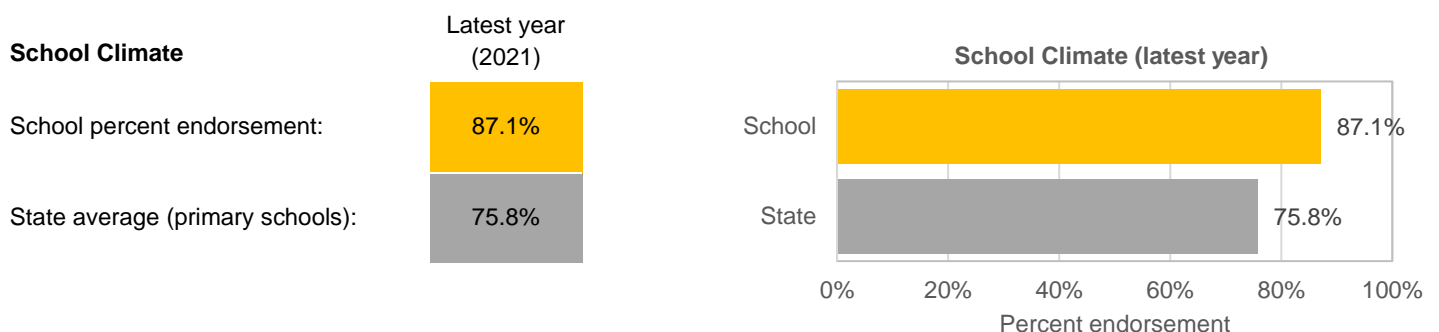


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

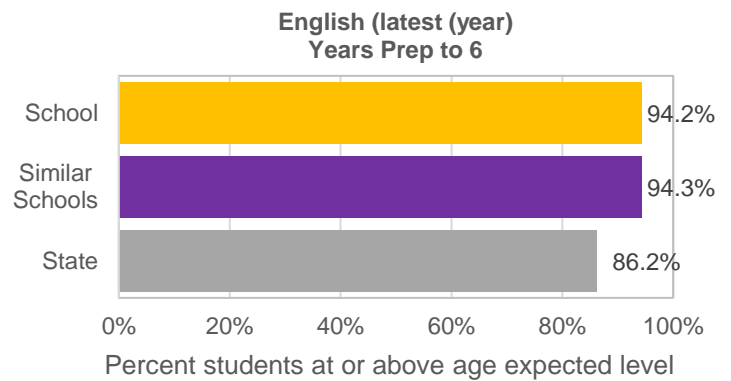
94.2%

Similar Schools average:

94.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

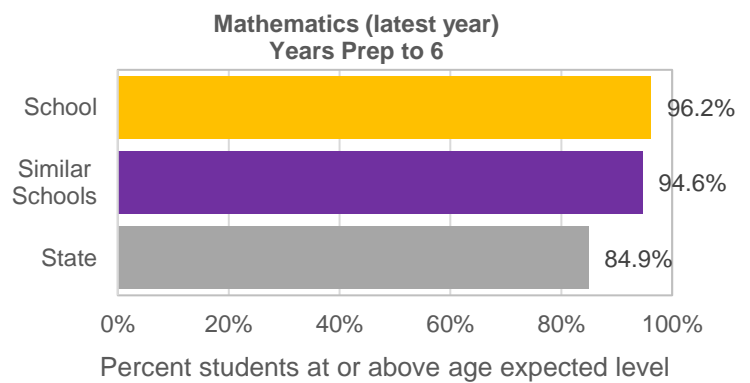
96.2%

Similar Schools average:

94.6%

State average:

84.9%



ACHIEVEMENT (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.

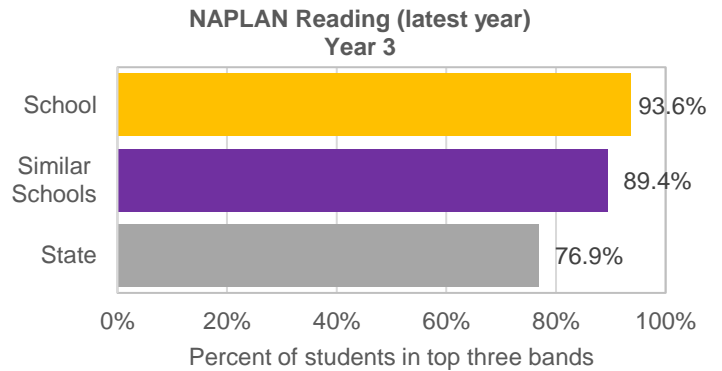
NAPLAN

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 2018, 2019 and 2021 data.

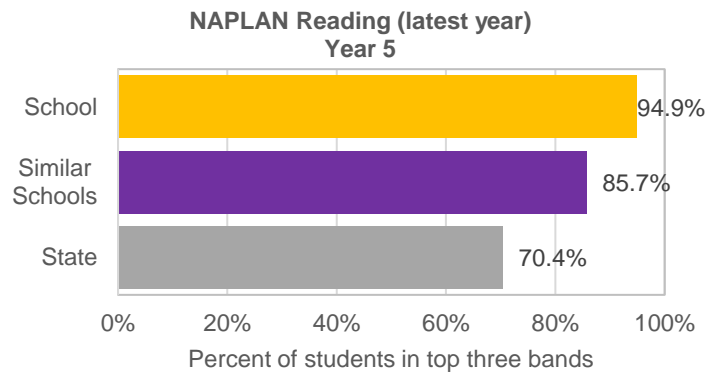
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.6%	87.9%
Similar Schools average:	89.4%	89.0%
State average:	76.9%	76.5%



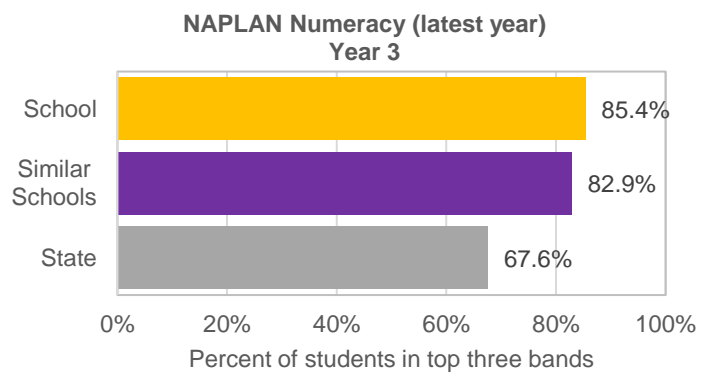
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.9%	85.9%
Similar Schools average:	85.7%	84.0%
State average:	70.4%	67.7%



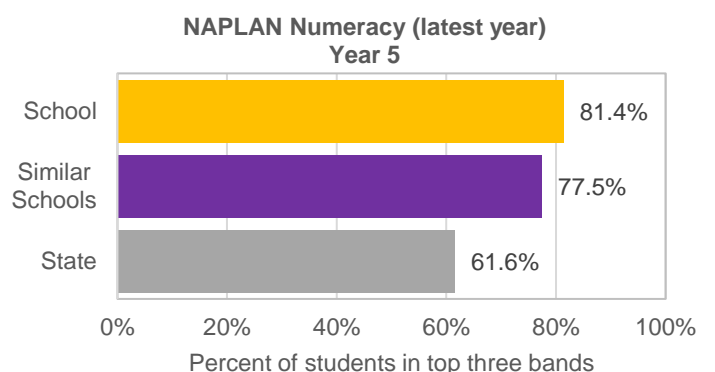
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.4%	82.8%
Similar Schools average:	82.9%	84.8%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.4%	75.3%
Similar Schools average:	77.5%	77.7%
State average:	61.6%	60.0%



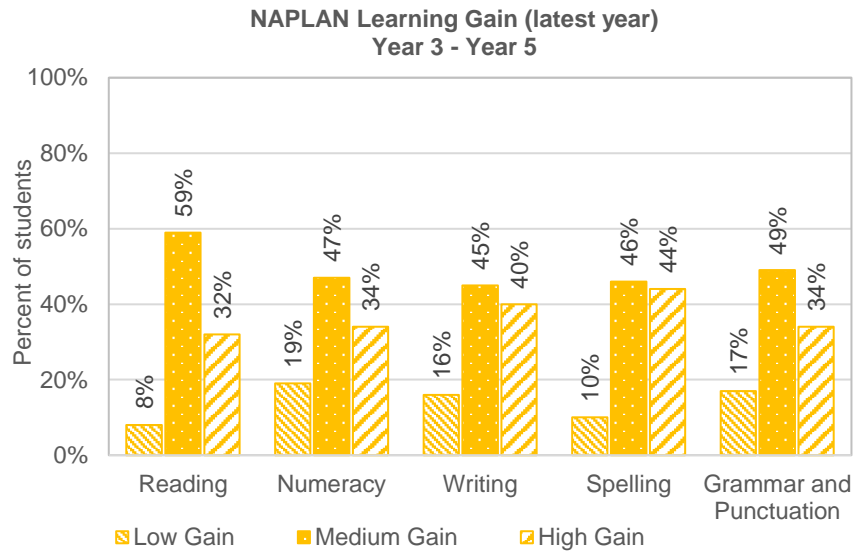
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	8%	59%	32%	29%
Numeracy:	19%	47%	34%	27%
Writing:	16%	45%	40%	30%
Spelling:	10%	46%	44%	28%
Grammar and Punctuation:	17%	49%	34%	25%



ENGAGEMENT

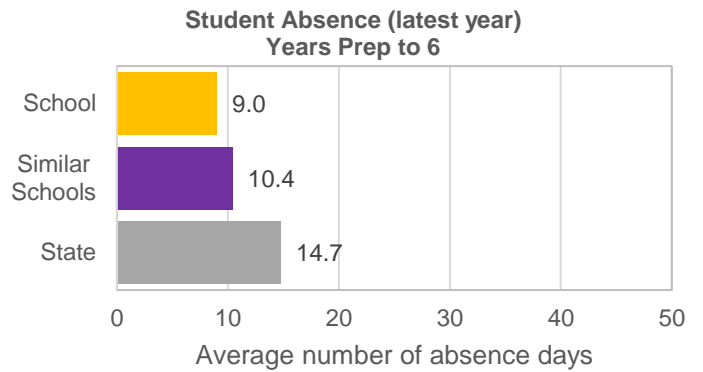
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	9.0	10.7
Similar Schools average:	10.4	11.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	95%	96%	95%	96%	95%	96%

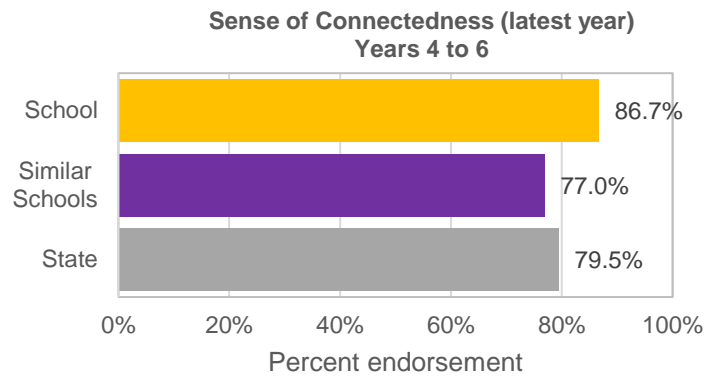
WELLBEING

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 (2021)	4-year average
School percent endorsement:	86.7%	86.2%
Similar Schools average:	77.0%	78.0%
State average:	79.5%	80.4%

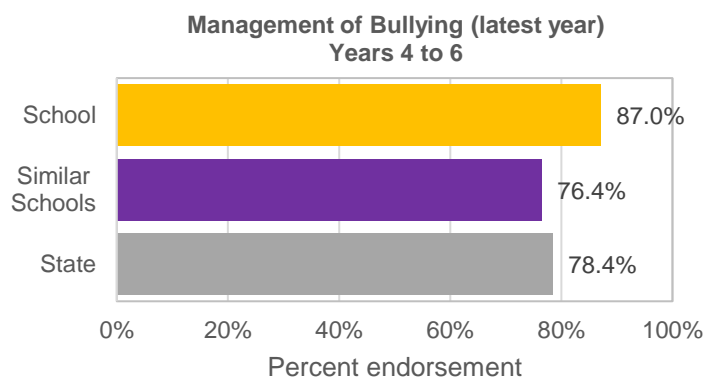


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	87.0%	86.0%
Similar Schools average:	76.4%	77.8%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,878,588
Government Provided DET Grants	\$410,926
Government Grants Commonwealth	\$7,309
Government Grants State	\$33,446
Revenue Other	\$17,103
Locally Raised Funds	\$261,628
Capital Grants	\$0
Total Operating Revenue	\$3,609,001

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,938
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,938

Expenditure	Actual
Student Resource Package ²	\$2,774,052
Adjustments	\$0
Books & Publications	\$450
Camps/Excursions/Activities	\$74,002
Communication Costs	\$9,768
Consumables	\$53,739
Miscellaneous Expense ³	\$26,145
Professional Development	\$8,668
Equipment/Maintenance/Hire	\$82,942
Property Services	\$91,857
Salaries & Allowances ⁴	\$170,088
Support Services	\$78,448
Trading & Fundraising	\$10,987
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,644
Total Operating Expenditure	\$3,411,791
Net Operating Surplus/-Deficit	\$197,210
Asset Acquisitions	\$19,088

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$944,020
Official Account	\$39,044
Other Accounts	\$19,695
Total Funds Available	\$1,002,759

Financial Commitments	Actual
Operating Reserve	\$94,716
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$23,979
School Based Programs	\$206,999
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$104,524
Capital - Buildings/Grounds < 12 months	\$572,541
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	\$1,002,759

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.