

# 2020 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](http://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 2020 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 26 April 2021 at 07:21 PM by Kerrie Williams (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 17 May 2021 at 12:55 PM by Andrew Schmidt (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section 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.

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## 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).  
*Note: NAPLAN tests were not conducted in 2020*

### 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).

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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 in Melbourne’s inner northern suburb of Northcote and was first established in 1874. The school vision is: Collaborative learning in a community that cares.

The core values our school community embraces are:

Collaboration: Students are encouraged to be their best selves through progressive learning and teaching practices that give them the foundations, curiosity and creativity to be life-long learners.

Community-minded: Welcoming students, staff, families and friends by promoting a sense of belonging and sharing in our school and wider community.

Respect: Accepting and valuing ourselves and others and fostering an atmosphere of inclusion, resilience and mutual respect.

These values underpin a school environment and atmosphere where safety, caring attitudes, quality respectful relationships, consultative decision-making, and high educational standards are encouraged.

The school’s purpose over the next four years as detailed in the 2019 – 2022 School Strategic Plan, is to ensure consistency and alignment of all aspects of school practices that result in sustained improvement in student learning and wellbeing.

In 2020, the school’s enrolment was 390 students divided into 3 x Foundation; 4 x 1/2 composite; 5 x 3/4; 4 x 5/6 classes (16 classes). Six percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander. The overall school’s socio-economic band value was rated as low.

The staffing profile was made up of Principal; Assistant Principal; Learning Specialist; 22 teachers (20 EFT); 6 Education Support Staff (3.85 EFT) and a Business Manager.

### Framework for Improving Student Outcomes (FISO)

In 2020, the school’s Annual Implementation Plan (AIP) focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Positive Climate for Learning.

**Excellence in Teaching and 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 remote learning, many of the key strategies of the 2020 AIP, were unable to be implemented as the professional learning focus pivoted to remote learning technology and implementation of Google Classroom. The remote learning model at NPS went through a number of refinements in 2020 as the lockdown progressed and staff learnt more about the platform introduced and its capabilities and the needs of the community, especially the increasing need to engage the students. Teacher designed instructional videos became more sophisticated using the hover cams and were available for students and parents to watch together or refer back to. By Term 3, there was an increase in the live teaching and learning component provided and many students reported enjoying this more. Some students preferred to work at their own pace and preferred the self-directed instructional videos.

The Student Attitude to School survey was not carried out in 2020 due to remote learning. However, the students were invited to participate in a School Council Survey at the end of Term 3 to assess the impact of remote learning on key aspects of school performance. Staff and families were also surveyed and there was a very high take up of respondents, more than any of the Departmental surveys. When comparing positive response rates of students and parents, the students were overall more positive than parents at 58% or above to 53% or above. Of course, the response rates varied between cohorts of students for some questions and this was attributed to different age and learning stages.

Staff reported that their workloads overall increased with remote learning and that the stressors were different to those in classroom teaching. Nevertheless, they were proud of the work they had put in to create an online learning experience for the students and that they had pulled together in a time that conspired to push them apart, to overcome the many challenges.

The Department's 'Parent Satisfaction Survey' was carried out a few weeks into Term 4, not long after the School Council Survey. There was a very low take up response, 28 surveys out of a possible 270+ families. Therefore, care is taken when interpreting the results.

The School Staff Survey showed a very commendable, high percent endorsement of positive responses (agree or strongly agree) on School Climate with the school result as 84.2% compared to State at 77.8%. This is significant when teachers were challenged to explore ways to deliver lessons and use resources different to their usual practice. The staff have noted the rapid increase in their own technology skills and in parallel, noted the students increase in their skills and levels of independence, supported by their families. It is widely acknowledged that face to face classes are preferable to remote learning for most students.

**Achievement**

2020 was an extraordinary school year, different to any other in living memory. It was characterized by repeated classroom shutdowns, extensive remote learning, new and unforeseen expectations on everyone in the school community. For the most part, our students weathered the storm well. They received enormous support from their families, teachers and school leaders.

The progress of students in Prep to Year 6, as judged by the teachers at the end of the 2020 year when students returned to school for Term 4, remained high in both English and Mathematics, above the State average and similar to the 'Similar Schools Average'. NAPLAN testing were not conducted in 2020.

**Engagement**

Teachers were mindful of giving students voice and choice of learning activities, especially during remote learning. Individual student needs were identified by teachers during remote learning and strategies discussed at professional team meetings. Parents were contacted by phone to discuss appropriate support for any student struggling with engagement with remote learning and tailored plans were implemented such as scheduling one on one live meets where teachers modelled the learning alongside the students in a less distracting environment.

Student Engagement, difficult for children in the remote learning environment, remained high as the attendance rate was around 96% across the school. Student absence days on average, were lower at 7.2 days, than both Similar and State schools. Two Primary Science Specialists, one each in P-2 & 3-6 teams, supported the delivery of Science lessons during remote learning to continue to drive student engagement.

**Wellbeing**

Overwhelmingly, the NPS school community wanted the children to get back to face to face school. One of the central concerns for parents was whether the children were able to make progress with remote learning but many parents also recognized the limitations of remote learning and acknowledged the efforts being made by the school. The students felt confident that they were making progress (students 70% and for families 54%).

By Term 3, there was an increase in the live teaching and learning component provided in the remote learning model. Mental Health and Wellbeing became a focus as children missed their friends, their teachers and the connection to learning with each other and parent's endured working from home and balancing family life. Google classroom 'meets' became a feature of the daily programs and this enabled students to 'meet' up with their peers and learn together in smaller groups. It also supported the school's approach to individualized and differentiated learning. The school continued to embed the implementation of its social and emotional learning (SEL) programs, including DET's Resilience, Rights & Respectful Relationships.

Beyond Blue and Headspace online resources were utilized by staff to increase their support of student mental health issues including strategies to promote positive thinking and behaviour. Teachers sought to create fun activities to lift children out of their lockdown boredom and blues such as the Friday afternoon weekly dance-a-thon or the 'Bug Hotel'. Much preparation was also focused on the planning of transitioning the students back to school after each lockdown.

**Financial performance and position**

Northcote Primary School maintained a sound financial position throughout 2020. The 2019-2022 School Strategic Plan, along with the 2020 Annual Implementation Plan, provided the framework for school council allocation of funds to support school programs and priorities.

The Capital Works Project was completed during the 2020 mid-year. Monies carried over is committed to support vital additions to Capital Works Project and the school can now commence staged works on the Landscape Master Plan. This money has been raised locally by our hard working parent community over a number of years. The expenditure of these locally raised funds are overseen by the School Council via the Finance sub-committee. All budgets income and expenditure are monitored closely and reported to School Council through the Finance sub-committee. The school received a small amount of Equity Funding which contributed towards the employment of a Learning Specialist and the Literacy Support program.

**For more detailed information regarding our school please visit our website at**  
<https://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.

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 390 students were enrolled at this school in 2020, 195 female and 195 male.

6 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) which takes into account parents' occupations and education.

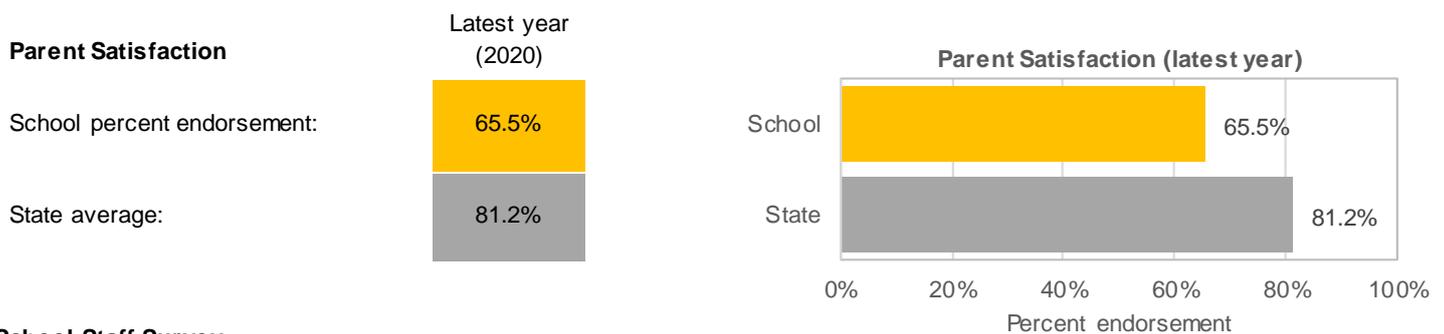
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

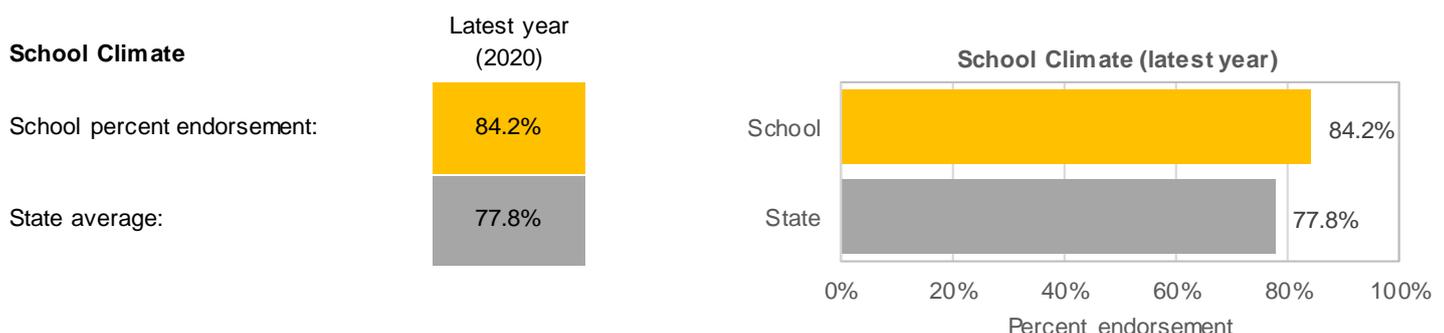


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

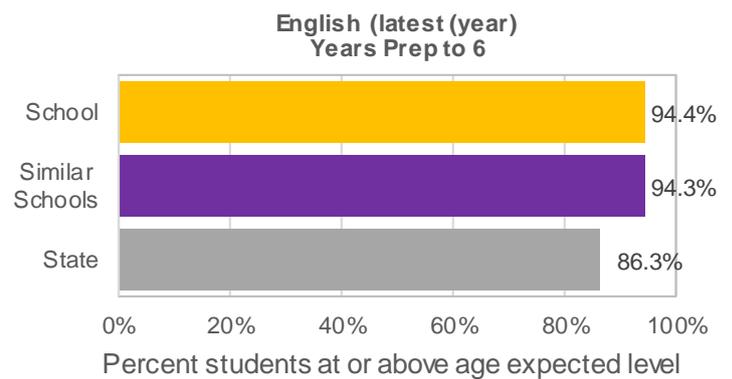
94.4%

Similar Schools average:

94.3%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

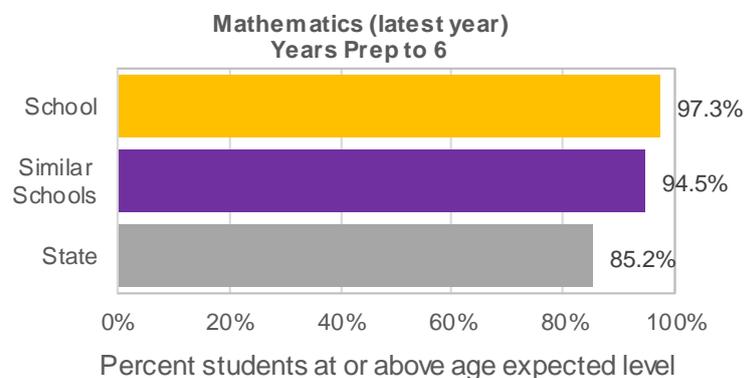
97.3%

Similar Schools average:

94.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result 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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

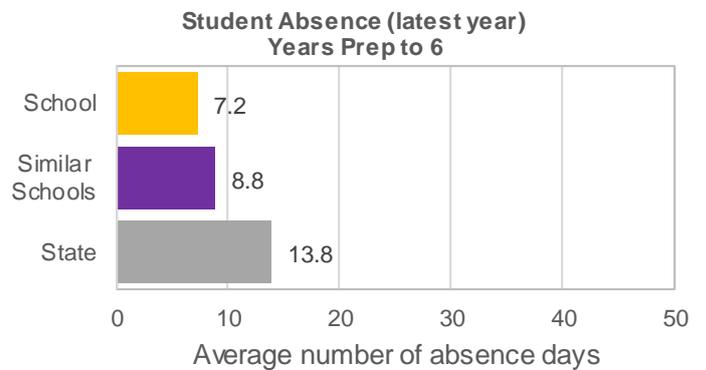
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.2	11.9
Similar Schools average:	8.8	12.6
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	96%	96%	97%	96%	96%	96%

## WELLBEING

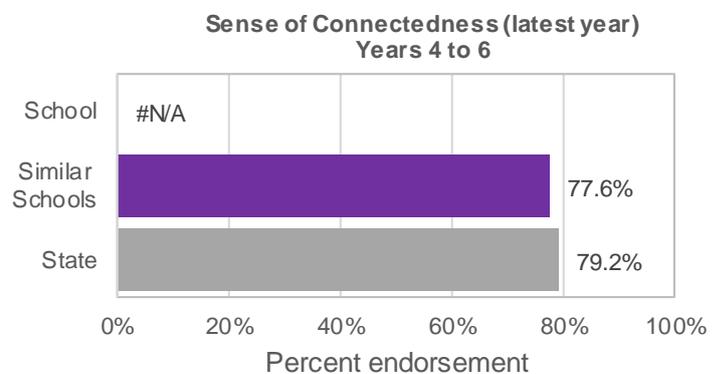
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	84.9%
Similar Schools average:	77.6%	78.4%
State average:	79.2%	81.0%



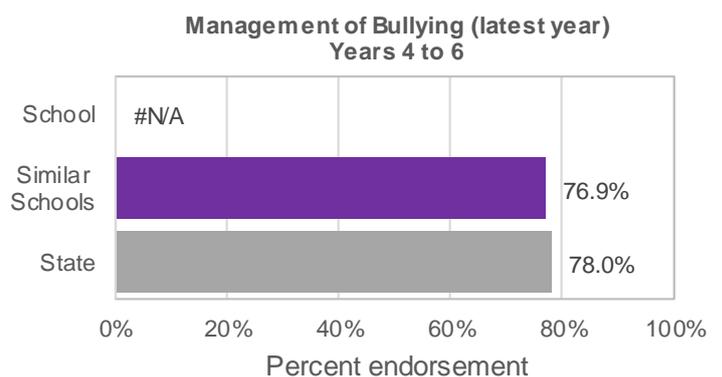
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	84.7%
Similar Schools average:	76.9%	78.1%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$2,977,591
Government Provided DET Grants	\$655,802
Government Grants Commonwealth	\$3,900
Government Grants State	NDA
Revenue Other	\$10,965
Locally Raised Funds	\$325,953
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,974,211</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$13,640
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$13,640</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,782,582
Adjustments	NDA
Books & Publications	\$1,053
Camps/Excursions/Activities	\$13,012
Communication Costs	\$7,661
Consumables	\$103,314
Miscellaneous Expense <sup>3</sup>	\$29,573
Professional Development	\$11,469
Equipment/Maintenance/Hire	\$103,800
Property Services	\$107,238
Salaries & Allowances <sup>4</sup>	\$133,162
Support Services	\$136,446
Trading & Fundraising	\$39,750
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$1,042
Utilities	\$36,955
<b>Total Operating Expenditure</b>	<b>\$3,507,059</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$467,152</b>
<b>Asset Acquisitions</b>	<b>\$76,825</b>

- (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 01 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$888,892
Official Account	\$46,561
Other Accounts	\$19,816
<b>Total Funds Available</b>	<b>\$955,268</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$110,880
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$54,541
School Based Programs	\$152,558
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$429,321
Capital - Buildings/Grounds < 12 months	\$207,969
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$955,268</b>

*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.*