

2020 Annual Report to The School Community



School Name: Preston North East Primary School (4764)



- 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 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 20 April 2021 at 11:02 AM by Phillip Banks (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 28 April 2021 at 09:18 AM by Belinda McKay (School Council President)

How to read the Annual Report

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.

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.

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)

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. 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.

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

To provide a caring and challenging learning environment that equips children with the necessary skills to become valued members of the community. The school's values are excellence, persistence, respect and resilience. Preston North East Primary School, located close to Northland Shopping Complex and the Darebin Creek Parklands, has provided education to the local community for 63 years. The school's motto is "Learning and Growing Together" and its purpose statement is providing a caring and challenging learning environment that equips children with the necessary skills to become valued members of the community. School values of individual excellence, confidence and persistence, respect for others and resilience provide guiding beliefs for action by all members of the school community. The school has a very welcoming physical environment with a range of educational facilities. In 2020, a total of 28.92 FTE staff were employed at the school (19.7 teaching and 9.22 non-teaching). This staffing complement consisted of two Principal class, and 17.7 teachers, along with 9.22 EFT Education Support Staff. The school's 2020 enrolment was approximately 266 students with a Student Family Occupation (SFO) index of 0.8011, above the state median of 0.51 for Victorian Schools. This indicated that, on average, the socio-economic status of the families at the school based on the school parents' occupations was in the low category of all schools. The student population is diverse, with over 30 nationalities represented from varying socio-economic backgrounds. The school's curriculum framework incorporated the eight learning areas required by the Education and Training Reform Act 2006 and is aligned to the Victorian Curriculum. In addition, a broad range of curriculum and extra opportunities was provided to students. These included specialist Literacy, Numeracy and English as an Additional Language (EAL) support, specialist teachers for Art, Music, PE and Italian.

Framework for Improving Student Outcomes (FISO)

In 2020 it was difficult for Preston North East Primary School to deliver the KIS in the FISO areas chosen to focus on. The planned areas for focus had to be modified as we went to remote learning and established an online platform for the school to operate from. Plans for work in the FISO areas of Building Practice Excellence, Empowering Students and Building School Pride, Evidence-based high impact teaching strategies, Setting expectations and promoting inclusion and Health and wellbeing were modified due to COVID. Leadership opportunities were provided to students through online meetings and whole school assemblies conducted online. Small groups were conducted online and for many students the increased one on one provision proved to be beneficial. Some other students found it more difficult to connect with the school during this time. In term 4 the focus was on wellbeing, literacy and numeracy and ensuring students were settled back into their school environment.

Achievement

In 2020 staff utilised online resources to deliver the curriculum. The students responded in a variety of ways with many working well under the new online system and others struggling to adapt to the new system. Teacher judgement for English (percentage of students working at or above age expected standards in English and Mathematics) has shown that the school has 15% less of its students who are obtaining the similar schools average of 73.7% and nearly 28% less than the state average of 86.3%. In mathematics the school is 15.2% below the similar average of 69.6% and 29.8% below the state average. The school experienced difficulties in maintaining sustained contact with a number of students particularly during the second lockdown.

Engagement

A number of our students struggled to connect with the school during the remote learning period with students having an average of 27.8 days absent compared to the similar schools average of 20.6 and the state average of 13.8. It was difficult to make contact with a number of our students during remote learning. Strategies included daily phone calls and early on we conducted home visits until these became impossible due to the increased restrictions. All of our students that had not made regular contact with their teachers returned to school after the end of remote learning.

Strategies to promote attendance included monthly awards and recognition of attendance (or making daily contact with teachers during lockdown).

Wellbeing

Our school modified our support for health and wellbeing by providing onsite learning for those students who required it and could not work from home. Contact was made on a regular basis to those students who were considered to be at risk. Earlier this included home visits although these were unable to be completed in the second lockdown. In the area of sense of connectedness, 89.3% of students reported a positive response compared with 81.2% in similar schools and the 79.2% state average. In the management of bullying 82.1% of the students provided a positive response compared to 78.8% in similar schools and the 78% state average. The school participated in many care team meetings for students who were deemed to be at risk.

Financial performance and position

The school's annual result was a net operating surplus of \$333,551. The school had a staffing deficit of \$132,000 as result of employing extra staff . The school received equity funding which was used to employ additional classroom teachers and other services like a speech pathologist. The equity funding is enabling the school to provide additional teaching and learning opportunities for our students and its sound expenditure is part of current whole school planning. In 2020 equity funding has been committed to smaller classes, literacy and numeracy consultants, a speech pathologist, Occupational Therapy along with other initiatives like fee relief and swimming program at no cost to families. It should be noted that some of these initiatives were severely cut back or did not happen due to COVID. The school received no additional State or Commonwealth Government funding.

For more detailed information regarding our school please visit our website at
www.pneps.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 266 students were enrolled at this school in 2020, 133 female and 133 male.

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

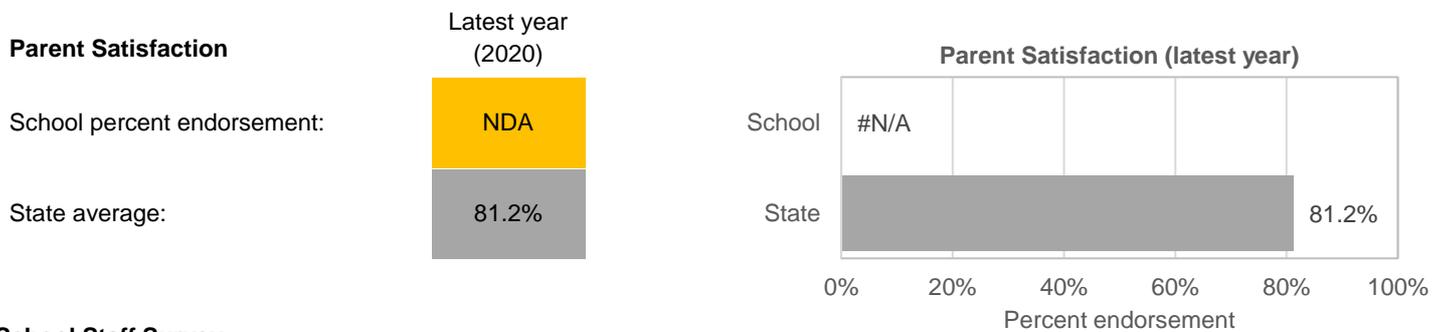
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

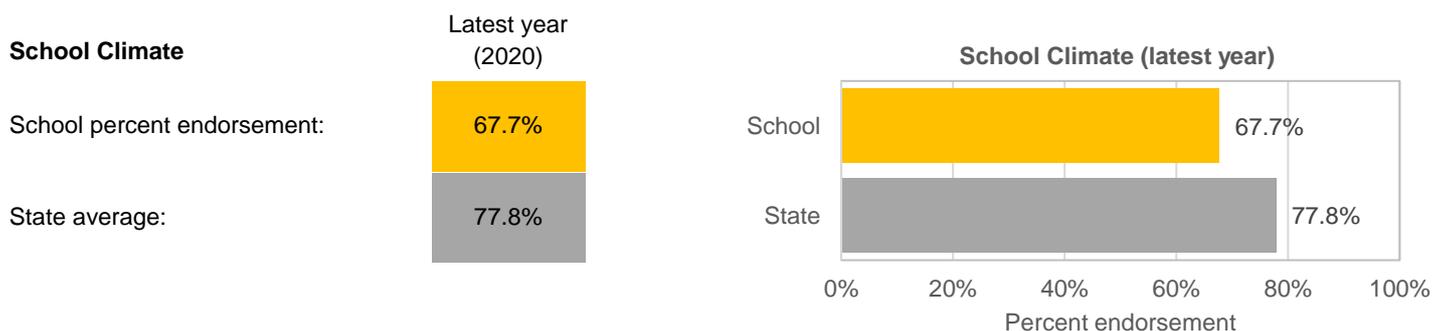


School Staff Survey

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:

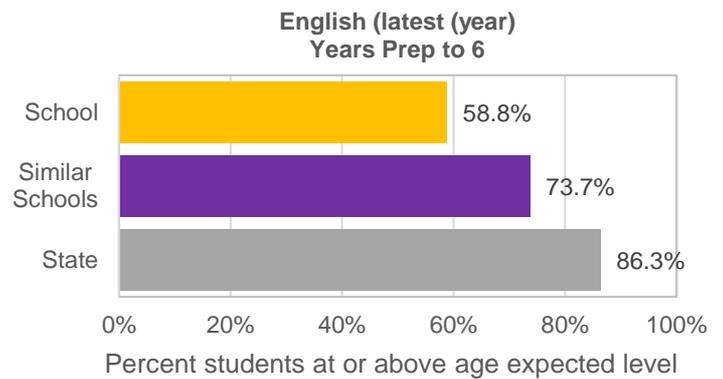
58.8%

Similar Schools average:

73.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

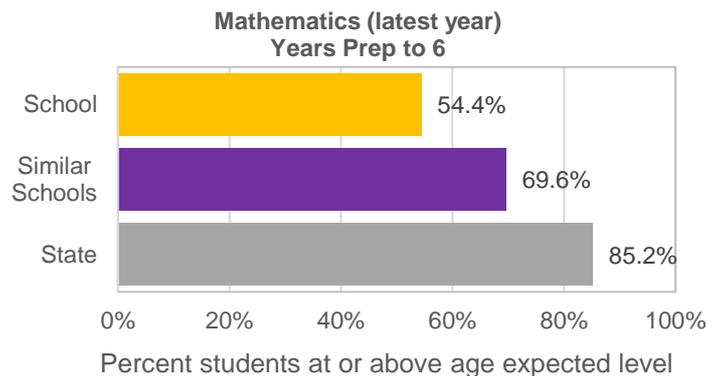
54.4%

Similar Schools average:

69.6%

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

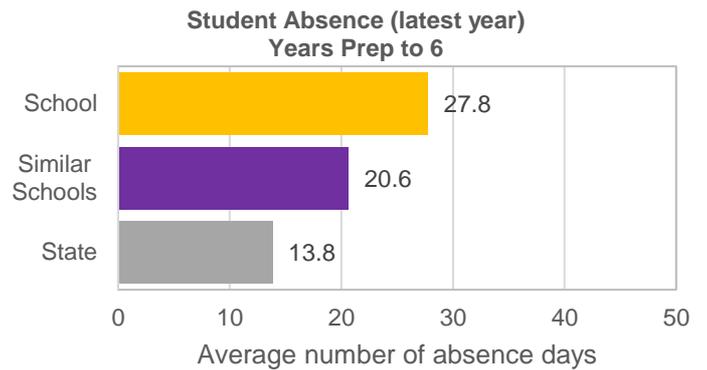
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.8	24.4
Similar Schools average:	20.6	19.1
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):	84%	87%	90%	81%	88%	86%	86%

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.

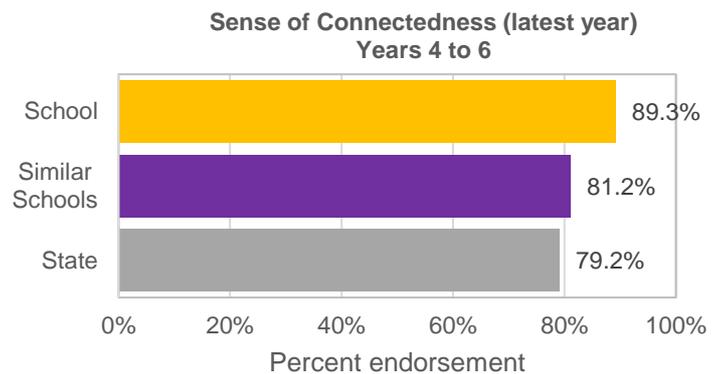
Student Attitudes to School – Sense of Connectedness

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:	89.3%	85.2%
Similar Schools average:	81.2%	82.3%
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.

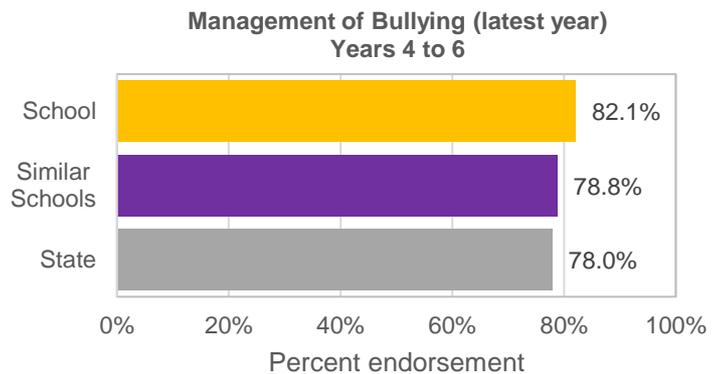
Student Attitudes to School – Management of Bullying

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:	82.1%	78.8%
Similar Schools average:	78.8%	80.1%
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	\$2,946,657
Government Provided DET Grants	\$824,215
Government Grants Commonwealth	\$7,897
Government Grants State	NDA
Revenue Other	\$11,323
Locally Raised Funds	\$28,282
Capital Grants	NDA
Total Operating Revenue	\$3,818,373

Equity ¹	Actual
Equity (Social Disadvantage)	\$849,974
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$849,974

Expenditure	Actual
Student Resource Package ²	\$2,944,578
Adjustments	NDA
Books & Publications	\$849
Camps/Excursions/Activities	\$29,954
Communication Costs	\$9,432
Consumables	\$56,849
Miscellaneous Expense ³	\$35,349
Professional Development	\$9,097
Equipment/Maintenance/Hire	\$26,797
Property Services	\$105,248
Salaries & Allowances ⁴	\$52,547
Support Services	\$159,793
Trading & Fundraising	\$15,688
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$38,639
Total Operating Expenditure	\$3,484,822
Net Operating Surplus/-Deficit	\$333,551
Asset Acquisitions	NDA

- (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

Funds available	Actual
High Yield Investment Account	\$1,118,860
Official Account	\$9,824
Other Accounts	NDA
Total Funds Available	\$1,128,685

Financial Commitments	Actual
Operating Reserve	\$80,116
Other Recurrent Expenditure	NDA
Provision Accounts	\$396
Funds Received in Advance	\$96,383
School Based Programs	\$351,741
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$135,000
Asset/Equipment Replacement < 12 months	\$35,500
Capital - Buildings/Grounds < 12 months	\$60,000
Maintenance - Buildings/Grounds < 12 months	\$68,694
Asset/Equipment Replacement > 12 months	\$80,000
Capital - Buildings/Grounds > 12 months	\$250,000
Maintenance - Buildings/Grounds > 12 months	\$50,000
Total Financial Commitments	\$1,207,830

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.