

# 2022 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](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 of the previous calendar year 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 08 March 2023 at 08:56 AM by Phillip Banks (Principal)

- This 2022 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 23 March 2023 at 11:59 AM by Fiona Haynes (School Council President)

## How to read the Annual Report

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### 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.

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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

#### 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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.

'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 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

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## School context

Preston North East Primary School, located close to Northland Shopping Complex and the Darebin Creek Parklands, has provided education to the local community for over 65 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 2022, a total of 26.7 FTE staff were employed at the school (17.1 teaching and 9.6 non-teaching). The school's 2022 enrolment was 204 students with a Student Family Occupation (SFO) index of 0.7948, which is considered to be in the high category of disadvantage 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 key challenges over the next 4 years include improving the attendance rate across the school and in particular with the Koori students. Improving the literacy and numeracy results across the school and increasing high growth. There are also identified needs to improve student voice and agency as well as strengthen community engagement.

Over the past several years there has been a shift of the local population to other areas of Melbourne. This is resulting in new challenges with smaller numbers and less staff at the school. The 2022 staffing complement of 17.1 equivalent full time (EFT) teaching staff, consisting of two Principal class, and 15.1 teachers, along with 9.6 EFT Education Support Staff.

The school's curriculum framework incorporates the eight learning areas required by the Education and Training Reform Act 2006 and is aligned with the Victorian Curriculum. In addition, a broad range of curriculum and extra opportunities was provided to the students. These included specialist Literacy, Numeracy and English as an Additional Language (EAL) support and specialist teachers for Art, Music, PE and Italian.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

During 2022 learning returned to onsite in the classrooms. Teacher judgement for English (percentage of students working at or above age expected standards in English and Mathematics) has shown that the school has 3.5% less of its students who are obtaining the similar schools average of 75% and 15.5% less than the state average of 87%. In mathematics the school is 2% below the similar schools average of 70.9% and 17% below the state average. The NAPLAN results are of those students who are in the top three bands. In reading the NAPLAN measure shows the percentage of students in the top three bands; the Year 3 students were 11.7% below the similar schools and 26.6% below the state average. The four year average showed the school to be 9.8% below similar schools and 24.5% below the state average. The Year 5 students were 0.4% above similar schools average and 16.6% below the state average. The four year average showed the school to be 2.1% below similar schools and 18.6% below the state average. In numeracy the Year 3 students were 2.1% above the similar schools average and 19.2% below the state average. The four year average showed the school to be 2.4% above similar schools and 17.2% below the state average. The Year 5 students were 4% below similar schools and 22.1% below the state average. The four year average showed the school to be 1.3% above the similar schools average and 17.3% below the state schools average.

The school made a commitment to DET's 2022 Learning goals and these were outlined in the Annual Implementation Plan. Throughout the year our school's literacy and numeracy specialists, along with a numeracy and literacy consultant worked with staff to further develop a whole school approach to the teaching of literacy and numeracy. Staff were able to continually build their knowledge and skills and strengthen their teaching practice and develop a consistent program of explicit instruction and differentiation. The strategic employment of a speech therapist, literacy intervention teacher and experienced tutors through the Tutor Learning Initiative were also key strategies. The implementation of a whole school spelling approach using phonics strengthened teacher instructional practice in this area was a particular focus.

## Wellbeing

All students returned to onsite learning in 2022. In the area of sense of connectedness, 88.5% of students reported a positive response compared with 80.7% in similar schools and the 78.1% state average. In the management of bullying 82.7% of the students provided a positive response compared to 77.6% in similar schools and the 75.8% state average. The school participated in many care team meetings for students who were part of care teams. The wellbeing of staff and students was monitored and discussed at online meetings where these are permanent agenda items. The staff are all trained in the trauma informed Berry Street Education Model and this has provided consistency across the school. As well as this the school's use of restorative practices and the use of a whole school sticker program has contributed a higher level of connectedness and positive responses to how bullying is managed.

## Engagement

Student absences were high in 2022 with a school average of 29.6 days compared with similar schools average of 26 days and a state average of 23.3 days. A number of our families found it difficult to make the transition back to onsite learning and we had a number of students who disengaged from school and did not attend at all. Students were also kept home more often when they showed COVID like symptoms which also increased the number of absences. We continued to work with Berry Street, DET and VACCA in the Side by Side program which is designed to work with families whose children have attendance issues. Staff made contact with families to discuss the children's absences and how the school can support the family.

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## Other highlights from the school year

During 2022 the school began to resume activities that had ceased due to COVID restriction of the previous two years. The students were able to attend school camps with the Year 3/4 students going to Doxa Malmsbury and the 5/6 students attending a Doxa City camp. We again invited the school community to our annual maths night which had not been held for two years. Other events included participating in the Young Leaders Conference, conducting an open morning for the school community as part of Education Week, having a Colour Run and participating in a variety of district and regional sporting events.

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## Financial performance

The school's annual result was a net operating deficit of \$402,243. 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 2022 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 a swimming program at no cost to families. The school received no additional State or Commonwealth Government funding.

**For more detailed information regarding our school please visit our website at**  
<https://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 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 208 students were enrolled at this school in 2022, 114 female and 94 male.

54 percent of students had English as an additional language and 9 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).

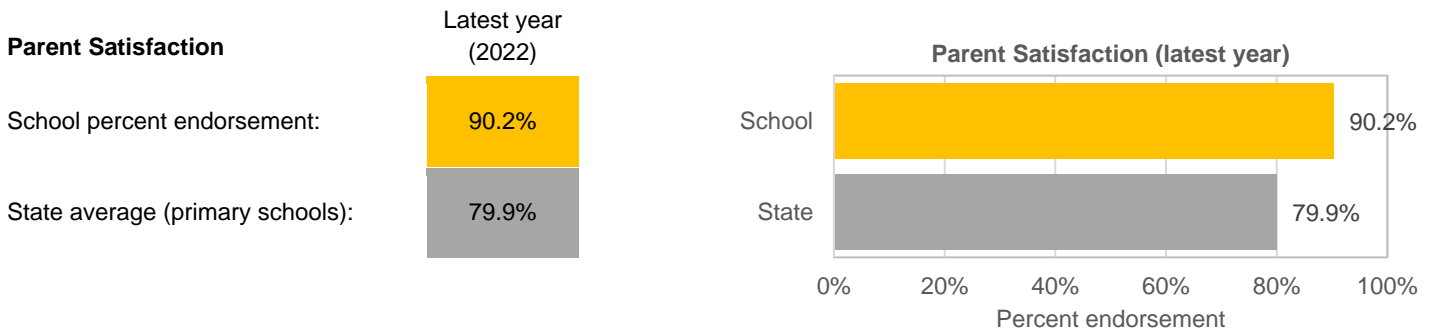
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

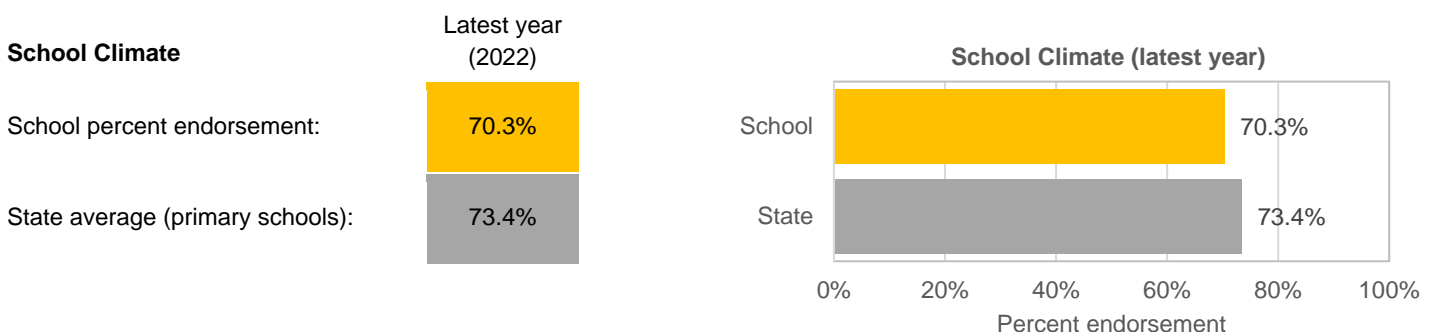


### School Staff Survey

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.



## 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

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

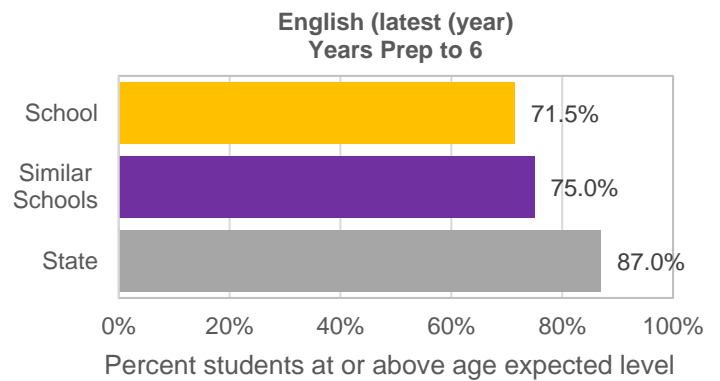
71.5%

Similar Schools average:

75.0%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

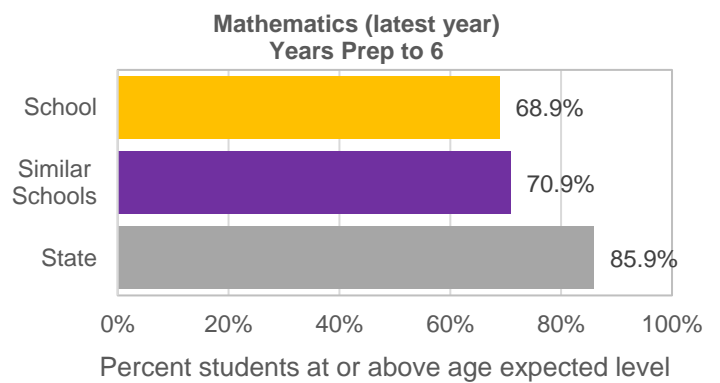
68.9%

Similar Schools average:

70.9%

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.

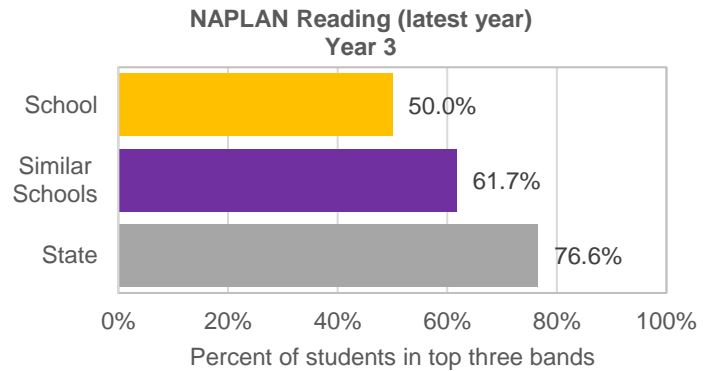
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

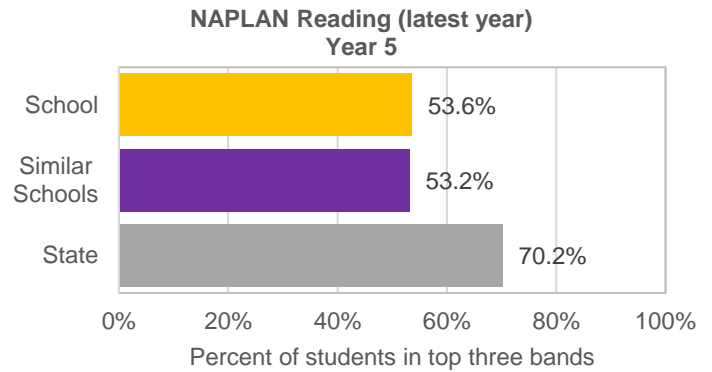
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	52.1%
Similar Schools average:	61.7%	61.9%
State average:	76.6%	76.6%



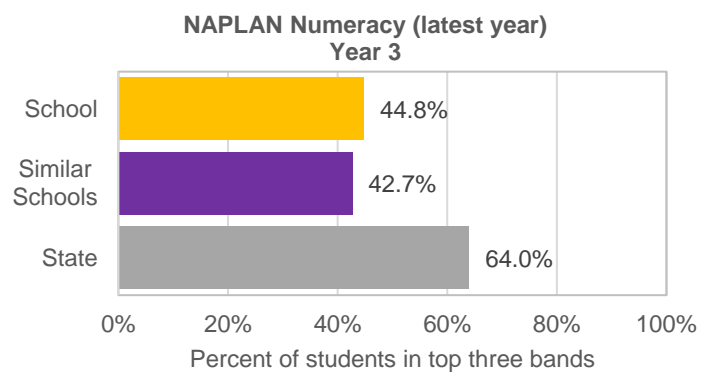
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.6%	50.9%
Similar Schools average:	53.2%	53.0%
State average:	70.2%	69.5%



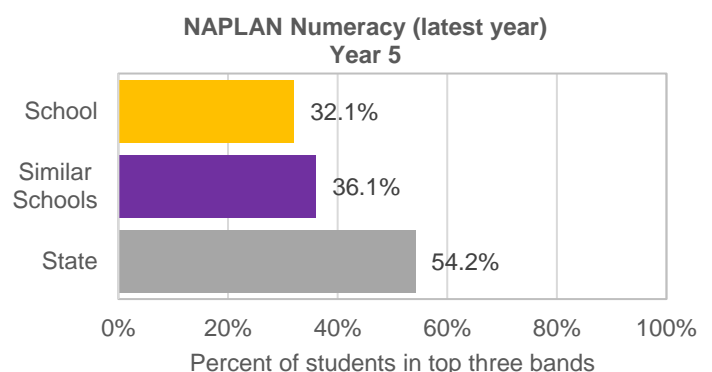
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.8%	49.4%
Similar Schools average:	42.7%	47.0%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.1%	41.5%
Similar Schools average:	36.1%	40.2%
State average:	54.2%	58.8%





## WELLBEING

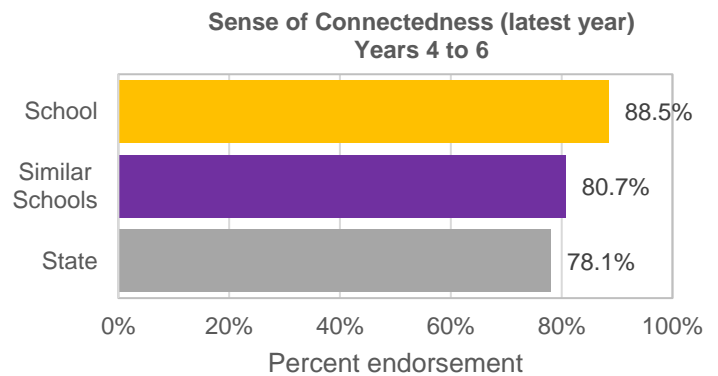
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School percent endorsement:	88.5%	88.6%
Similar Schools average:	80.7%	81.5%
State average:	78.1%	79.5%

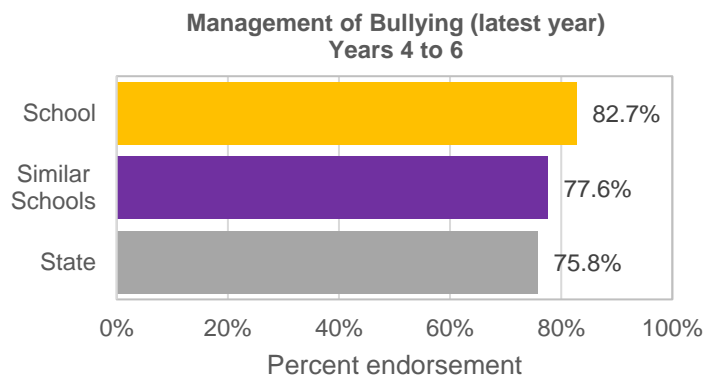


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	82.7%	83.6%
Similar Schools average:	77.6%	79.4%
State average:	75.8%	78.3%



## ENGAGEMENT

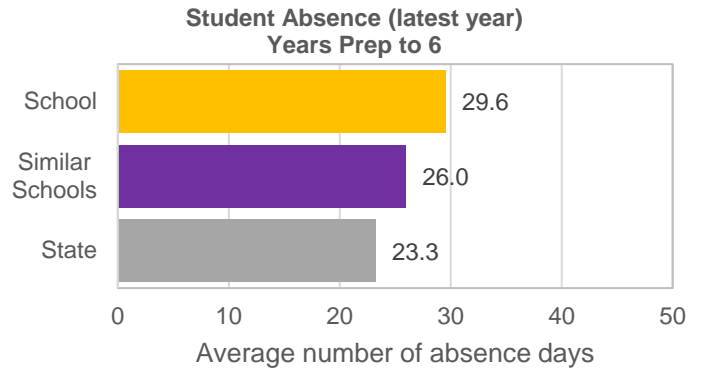
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School average number of absence days:	29.6	25.8
Similar Schools average:	26.0	21.2
State average:	23.3	17.0



### 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 (2022):	85%	84%	84%	86%	84%	85%	88%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,699,898
Government Provided DET Grants	\$410,482
Government Grants Commonwealth	\$14,355
Government Grants State	\$0
Revenue Other	\$23,867
Locally Raised Funds	\$50,420
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,199,023</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$680,798
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$680,798</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,926,439
Adjustments	\$0
Books & Publications	\$1,203
Camps/Excursions/Activities	\$76,417
Communication Costs	\$5,141
Consumables	\$60,204
Miscellaneous Expense <sup>3</sup>	\$60,415
Professional Development	\$14,194
Equipment/Maintenance/Hire	\$32,917
Property Services	\$72,808
Salaries & Allowances <sup>4</sup>	\$70,489
Support Services	\$219,004
Trading & Fundraising	\$17,933
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,105
<b>Total Operating Expenditure</b>	<b>\$3,601,266</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$402,243)</b>
<b>Asset Acquisitions</b>	<b>\$21,541</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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,005,841
Official Account	\$57,820
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,063,660</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$105,031
Other Recurrent Expenditure	\$0
Provision Accounts	\$1,826
Funds Received in Advance	\$147,225
School Based Programs	\$536,022
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$260,717
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$300,000
<b>Total Financial Commitments</b>	<b>\$1,465,822</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.*