

# 2025 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 01 April 2026 at 02:02 PM by John-mark Gook (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 27 April 2026 at 05:55 PM by John-mark Gook (Principal)

## How to read the Annual Report

### What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
  - student enrolment information
  - the school's 'Student Family Occupation and Education' category
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

## NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

## About Our School

### 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 2025, a total of 25.1 FTE staff were employed at the school (16.2 teaching and 8.9 non-teaching). The school's 2025 enrolment was 202 students with a Student Family Occupation (SFO) index of 0.557, 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 22 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 2025 staffing complement of 16.2 equivalent full time (EFT) teaching staff, consisting of two Principal class, and 16.2 teachers, along with 8.9 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.

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

### Learning

The NAPLAN results in 2025 were mixed. Our Year 3 results were pleasing. In Reading, our students came out with an average score of 418, a rise of 34 points from 2024. This was matched by improved performances in Writing (433) Numeracy (400) and Spelling (429). We also saw an increase by 11% the number of students in the strong and exceeding bands in Year 3 Reading. In Year 5 Reading, our students averaged 469 which was a rise of 14 points from 2024. In Writing, our scores increased by 19 points from 2024. There was a drop in our year 5 Numeracy results by 12 points to 432. These increases in raw scores are a testament to the hard work of our staff and the strong focus on synthetic phonics and Number fluency in our Junior school over recent years.

In Year 3, the number of students achieving in strong or exceeding was a higher percentage than similar schools in four of the five components of NAPLAN. Reading and Numeracy were similar to like schools, Punctuation below but Writing and Spelling were significantly higher. 64% of our year 3 students achieved this benchmark compared to 57% for similar schools and in Writing 84% achieved this compared to 74% in similar schools. In Year 5, the results were not as strong across the board. We achieved better results than similar schools in Reading by 2% points. In Numeracy however 39% of students achieved strong or exceeding compared to 52% for similar schools.

The school made a commitment to DE's 2025 Learning goals and these were outlined in the Annual Implementation Plan. Throughout the year our school's literacy and numeracy specialists, worked with staff to further develop a whole school approach to the teaching of Literacy and Numeracy. A strong focus was the improvement in planning throughout the school. A more consistent approach was developed between and within teams which has ensured students requiring adjustments and extension were catered for more effectively. Staff were able to continually build their knowledge and skills and strengthen their teaching practice. This led to a development of 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. In 2025 and moving forward the VTLM 2.0 will be a major focus of our teaching and learning methodologies.

### Wellbeing

In the area of sense of connectedness, 80% of students reported a positive response compared with 81% in 2024. This result has been consistently high over the last 3-4 years. In the management of bullying 86% of the students provided a positive response which has been consistent for the last three years. The school participated in many care team meetings for students who required additional supports. 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. The Foodbank and Breakfast programs provided consistent and significant support to many students who were facing food security issues throughout 2025. The school has begun the transition to Disability Inclusion successfully and is becoming more efficient with this process. We have also employed a social worker to support some of our families find much need community support.

## Engagement

Student absences were high in 2025 with a school average of 30 days compared with 2024's average of 27.1 days. This has been a problem which has increased in severity in recent years, mostly led by a few chronic cases. We are looking at reorganising our wellbeing team in 2026 in order to push more resources into this space. 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. Unexplained absences remain too high in particular amongst equity funded families and First nations students. Students attendance rates improved with school events such as camps and swimming lessons, giving us a focus for improving attendance rates

## Other highlights from the school year

2025 saw plenty of highlights at Preston North East Primary School. The school continued to implement the recommendations from the school review in 2024. The highlight of the year was the completion of a new mural at the front of the school. This concept was designed by the art teacher with student input. It involved all students throughout the school creating the mosaic which reflects the values and community focus of PNE. It was some achievement to have this completed by the end of the school year. The introduction of a social worker and new Somali aides were engagement highlights for the community. This will be developed further by expanding these roles in 2026. We had our third annual welcome breakfast in February which had an increased attendance rate from families and excellent feedback from those involved. We celebrated with an exciting NAIDOC event in which several guests were invited to present, demonstrating our commitment to whole-school inclusiveness. We received a school grant for the Stephanie Alexander Kitchen Garden Program. At the conclusion of the year we had new solar panels attached to the Year 5/6 building which should dramatically improve the school's energy efficiency in coming years. The continued employment of an artist in residence has been a big boost to the profile of our Literacy program and inspired students in their writing. The publishing of student book outlining their experiences was a rewarding outcome.

## Financial performance

The school's annual result was a net operating profit of \$3,348. This was a significant improvement from recent years. This has been achieved by a streamlining of teacher resources to better match the goals of our strategic plan. Preston North East Primary School was rolled into the Disability Inclusion program in late 2024 and 2025 was a year of developing our knowledge base and systems to support students through this program. By the conclusion of the year we had implement efficient processes which ensured this ran smoothly and students who required support were able to receive it within the parameters of school funding. 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 2025 equity funding has been committed to smaller classes, literacy consultants, a speech pathologist along with other initiatives like fee relief and a swimming program at no cost to families. The Disability Tier two funding supported an extra teacher aide in classrooms for six months. The school received additional Federal funding for a social worker. Installing solar panels through a government grant was a significant highlight. We are continuing to work towards increasing the rate of parent voluntary contributions to the school.

**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

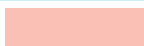


A total of 199 students were enrolled at this school in 2025, 111 female and 88 male. 39% had English as an additional language and 11% were Aboriginal or Torres Strait Islander.

### 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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	91.7%	
	Similar schools	89.4%	
	State	82.0%	

### School Staff Survey


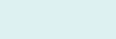


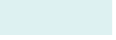

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	73.8%	
	Similar schools	77.8%	
	State	77.4%	

## LEARNING


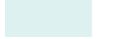


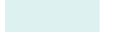


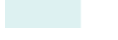




### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>77.0%</b>	
	Similar schools	78.4%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>69.3%</b>	
	Similar schools	72.6%	
	State	84.2%	

## NAPLAN

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


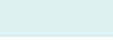


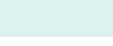

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>57.1%</b>		<b>56.4%</b>
	Similar schools	57.5%		55.7%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>65.2%</b>		<b>62.4%</b>
	Similar schools	61.8%		62.1%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>53.6%</b>		<b>46.8%</b>
	Similar schools	50.5%		49.3%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>39.1%</b>		<b>45.2%</b>
	Similar schools	52.0%		52.3%
	State	69.1%		68.1%

## NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.


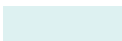

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>66.7%</b>	
	Similar schools	74.9%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>61.1%</b>	
	Similar schools	75.6%	
	State	74.0%	

Draft

## WELLBEING




### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>80.0%</b>		<b>82.2%</b>
	Similar schools	82.0%		81.3%
	State	77.1%		77.3%

### Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>80.3%</b>		<b>79.5%</b>
	Similar schools	81.5%		79.7%
	State	76.4%		75.8%

## ENGAGEMENT








### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	30.7	27.9
	Similar schools	23.3	23.7
	State	21.5	21.7

### Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	85.5%	
Year 1	School	83.3%	
Year 2	School	83.8%	
Year 3	School	84.5%	
Year 4	School	85.2%	
Year 5	School	83.3%	
Year 6	School	85.6%	

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,915,750
Government Provided DET Grants	\$469,562
Government Grants Commonwealth	\$5,683
Government Grants State	\$6,994
Revenue Other	\$47,198
Locally Raised Funds	\$83,244
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,528,431</b>

Equity	Actual
Equity (Social Disadvantage)	\$453,606
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$453,606</b>

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$2,912,521
Adjustments	\$0
Books & Publications	\$1,511
Camps/Excursions/Activities	\$67,264
Communication Costs	\$5,799
Consumables	\$56,232
Miscellaneous Expenses <sup>2</sup>	\$37,932
Agency Staff	\$248,442
Professional Development	\$17,101
Equipment/Maintenance/Hire	\$41,111
Property Services	\$55,422
Salaries & Allowances <sup>3</sup>	\$104,055
Support Services	\$106,073

Expenditure	Actual
Trading & Fundraising	\$17,365
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$49,880
<b>Total Operating Expenditure</b>	<b>\$3,720,706</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$192,275)</b>
<b>Asset Acquisitions</b>	<b>\$43,619</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

Draft

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$883,002
Official Account	\$17,077
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$900,079</b>

Financial Commitments	Actual
Operating Reserve	\$134,698
Other Recurrent Expenditure	\$0
Provision Accounts	\$3,289
Funds Received in Advance	\$94,377
School Based Programs	\$181,783
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$17,675
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$500,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$931,822</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*