

2024 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 10 February 2025 at 12:50 PM by John-mark Gook (Principal)

- As executive officer of the school council, I attest that this 2024 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 05 March 2025 at 09:21 AM 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
- 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).

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data 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 2024, a total of 27.1 FTE staff were employed at the school (18.2 teaching and 8.9 non-teaching). The school's 2024 enrolment was 192 students with a Student Family Occupation (SFO) index of 0.556, 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 24 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 2024 staffing complement of 18.2 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 2024 were reorganised and comparison with previous years is unavailable. Our raw data is though mixed for 2024. In Reading our students came out with an average score of 384, a drop of 14 points from 2023. We also saw a decline by 14% the number of students in the strong and exceeding bands in Year 3 Reading. In Year 5 Reading, our students averaged 452 which was a drop of 28 points from 2023. In Writing, our scores were much closer to that of similar schools. In Year 3, 54% of students achieved in the strong or exceedingly strong category (compared to like schools of 69%) and in Year 5, 57% of students achieved in strong or exceeding (compared to 68% for similar schools). In Year 3 Numeracy, 40% of students scored in the strong or exceedingly strong range (compared to the similar schools with 50%) and in Year 5, 48% compared to the similar schools with 54%. This was an improvement on previous years and especially a higher number of high achieving students. The school made a commitment to DET's 2024 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 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. As 2024 was a year of school review a key focus over the coming years will be the implementation of the new strategic plan and the VTLM 2.0 at Preston North East Primary School.

Wellbeing

In the area of sense of connectedness, 81% of students reported a positive response compared with 79% in 2023. In the management of bullying 86% of the students provided a positive response which was down 1% from 2023. 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. The Foodbank and Breakfast programs provided consistent and significant support to many students who were facing food security issues throughout 2024. 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 2024 with a school average of 27.1 days compared with 2023's average of 24.8 days. 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

2024 saw plenty of highlights at Preston North East Primary School. The school employed a new Principal and Assistant Principal early in the year. This was quickly followed by the school review. This timing worked fluidly to ensure that we have a strong basis for the next four years of our school's strategic plan. The involvement of students, staff and parents in this process was a highlight. In term three we had our school concert. This was the first of such events since pre-covid and was a resounding success. Not only was it a wonderful opportunity to see students performing on stage and given a great opportunity to develop their creative skills, we sold out the concert as a result of significant parental and community support. The introduction of a social worker and new Somali aides were engagement highlights for the community. We had our second 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.

Financial performance

The school's annual result was a net operating deficit of \$223,506.94. 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 2024 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 Disability Tier two funding supported an extra teacher aide in classrooms for six months. The school received additional Federal funding for a social worker.

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 207 students were enrolled at this school in 2024, 117 female and 90 male.

48 percent of students had English as an additional language and 10 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).

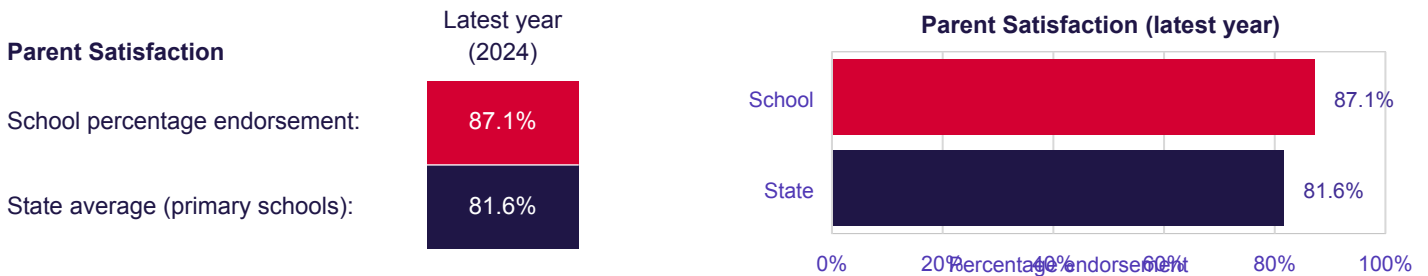
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The 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.

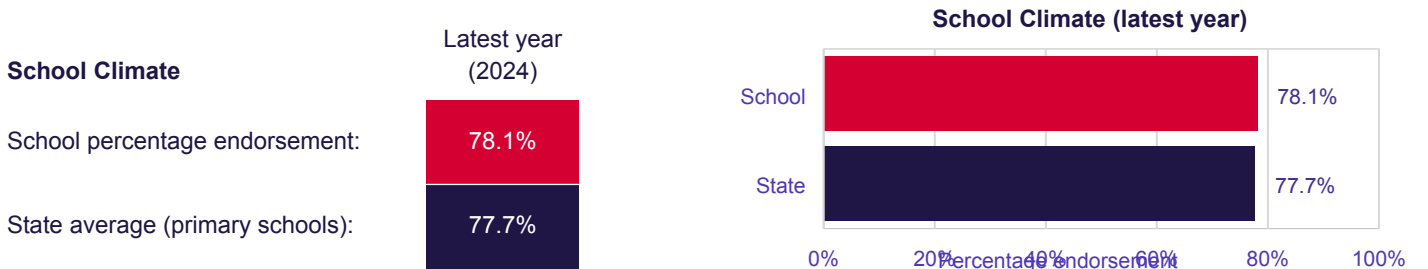


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

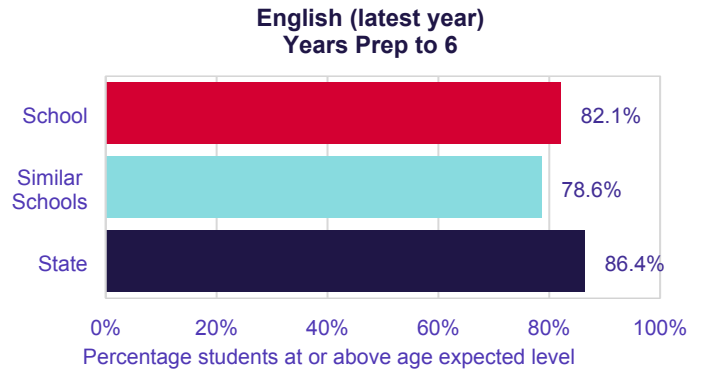
Latest year
(2024)
82.1%

Similar Schools average:

78.6%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

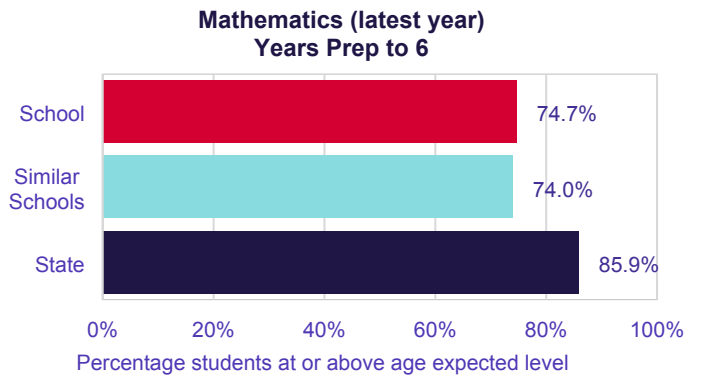
Latest year
(2024)
74.7%

Similar Schools average:

74.0%

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.

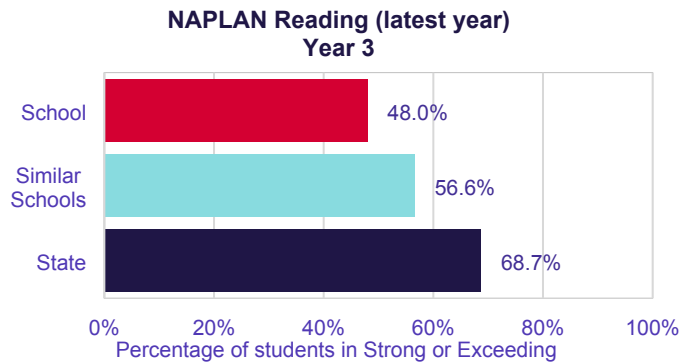
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

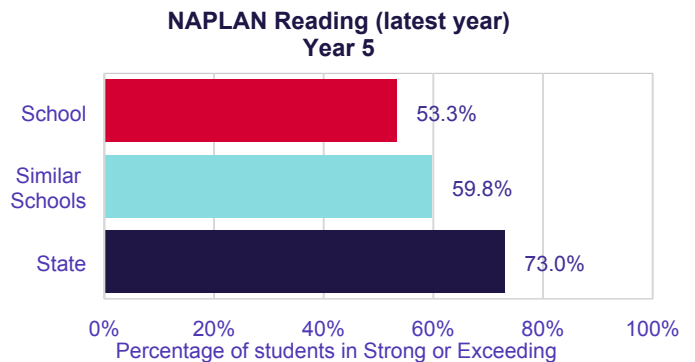
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.0%	56.0%
Similar Schools average:	56.6%	54.9%
State average:	68.7%	69.2%



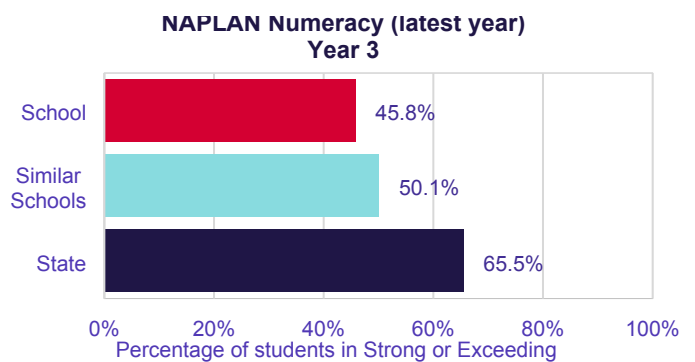
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.3%	61.3%
Similar Schools average:	59.8%	62.2%
State average:	73.0%	75.0%



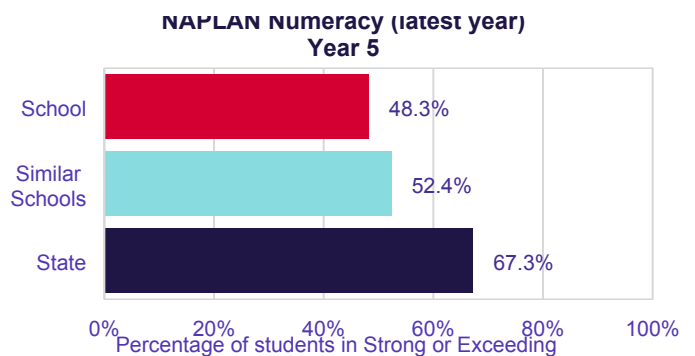
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	45.8%	42.9%
Similar Schools average:	50.1%	48.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.3%	47.5%
Similar Schools average:	52.4%	52.4%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

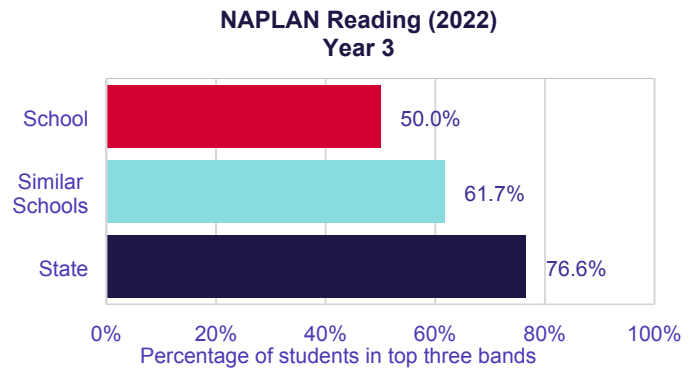
50.0%

Similar Schools average:

61.7%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

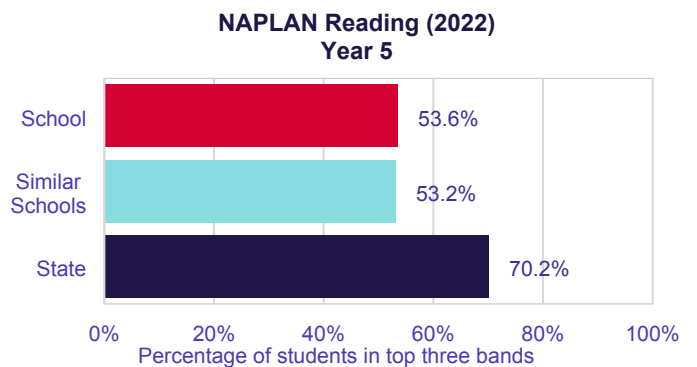
53.6%

Similar Schools average:

53.2%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

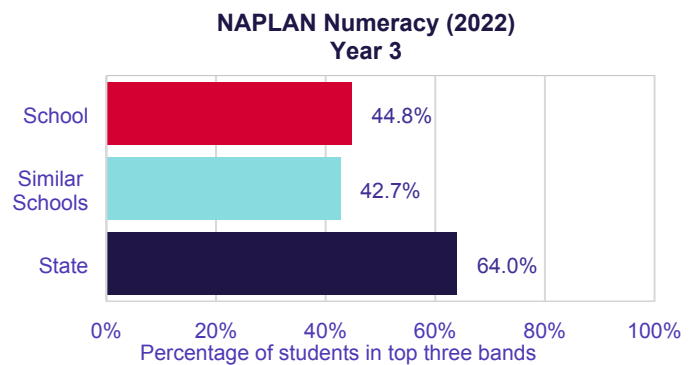
44.8%

Similar Schools average:

42.7%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

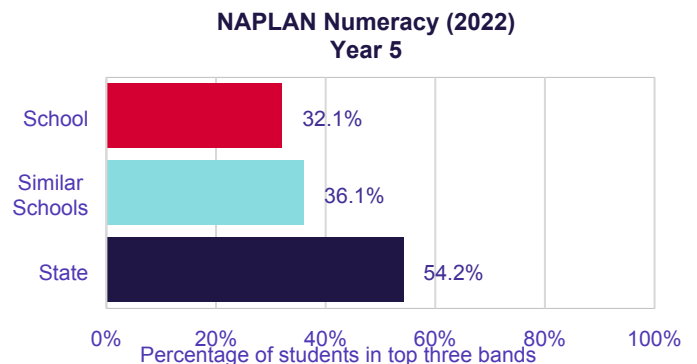
32.1%

Similar Schools average:

36.1%

State average:

54.2%



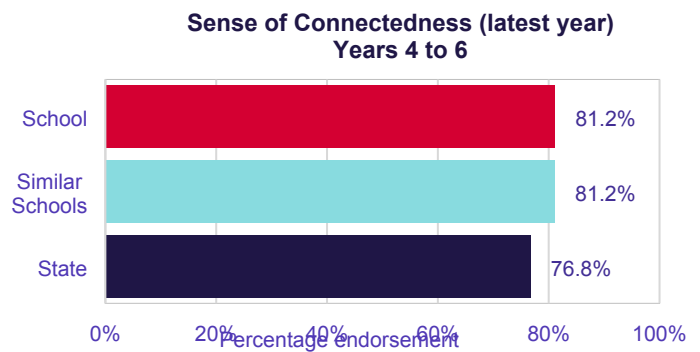
WELLBEING

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 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).

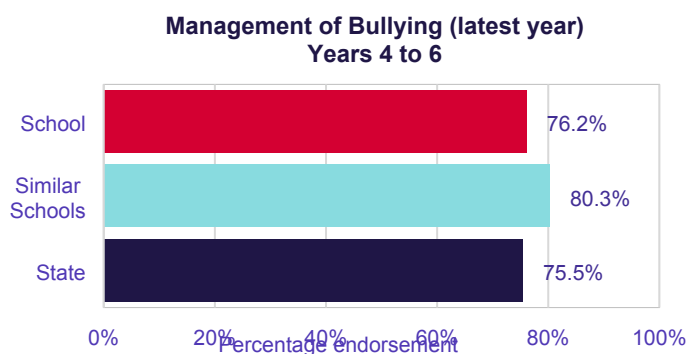
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	81.2%	85.0%
Similar Schools average:	81.2%	81.1%
State average:	76.8%	77.9%



Student Attitudes to School – Management of 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).

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	76.2%	81.9%
Similar Schools average:	80.3%	79.3%
State average:	75.5%	76.3%



ENGAGEMENT

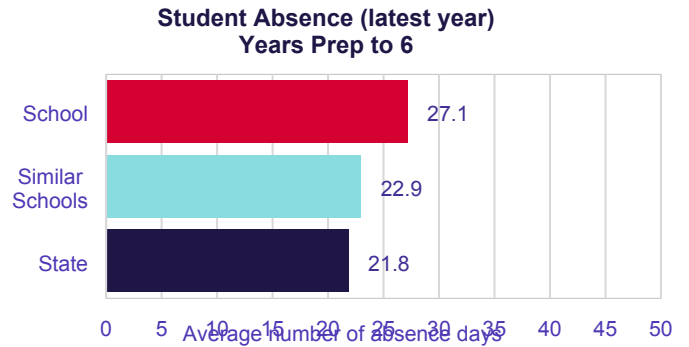
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	27.1	26.9
Similar Schools average:	22.9	22.5
State average:	21.8	20.1



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 (2024):	85%	84%	88%	86%	90%	86%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,753,847
Government Provided DET Grants	\$632,020
Government Grants Commonwealth	\$8,731
Government Grants State	\$15,470
Revenue Other	\$61,265
Locally Raised Funds	\$70,035
Capital Grants	\$0
Total Operating Revenue	\$3,541,367

Equity ¹	Actual
Equity (Social Disadvantage)	\$543,606
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$543,606

Expenditure	Actual
Student Resource Package ²	\$2,972,860
Adjustments	\$0
Books & Publications	\$1,409
Camps/Excursions/Activities	\$64,150
Communication Costs	\$5,818
Consumables	\$48,264
Miscellaneous Expense ³	\$35,653
Professional Development	\$19,718
Equipment/Maintenance/Hire	\$35,017
Property Services	\$41,966
Salaries & Allowances ⁴	\$39,412
Support Services	\$248,603
Trading & Fundraising	\$17,332
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$47,189
Total Operating Expenditure	\$3,577,391
Net Operating Surplus/-Deficit	(\$36,023)
Asset Acquisitions	\$0

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$1,151,895
Official Account	\$18,378
Other Accounts	\$0
Total Funds Available	\$1,170,273

Financial Commitments	Actual
Operating Reserve	\$101,133
Other Recurrent Expenditure	\$0
Provision Accounts	\$1,826
Funds Received in Advance	\$98,754
School Based Programs	\$98,585
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$223,801
Asset/Equipment Replacement < 12 months	\$6,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$558,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,088,099

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.