

# 2020 Annual Report to The School Community



School Name: North Melbourne Primary School (1402)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 02 April 2021 at 10:07 AM by Sarah Nightingale (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 24 April 2021 at 07:40 PM by Melinda Green (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

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

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

North Melbourne Primary School is located two kilometres north-west of the Melbourne Central Business District. Its local government area is the City of Melbourne. The original school was established in 1874.

Students are drawn from the north and west of the city, from the suburbs of North Melbourne, West Melbourne, Parkville and the inner city of Melbourne. Student enrolment in 2020 was 892 students with 403 females and 489 males. 45% of students had English as an Additional Language and 1% were Aboriginal or Torres Strait Islander. The school has a low Student Family Occupation index (0.2345) and Student Family Occupation and Education index (0.1578). In 2020, students were grouped into 37 year-level class groups and are housed in a mixture of heritage buildings and contemporary learning spaces. Flexible learning spaces can be rearranged to provide large and small active and quiet learning spaces or zones to allow for innovative teaching and learning. There are dedicated teaching spaces for specialist subjects, including a gymnasium and a Stephanie Alexander Kitchen Garden. The school provides specialist teaching in Music, Performing and Visual Arts, Physical Education, Technology, Aulasan, Italian and learning intervention and support.

In 2020 students were supported by 49.2 EFT teachers and 11.9 EFT support staff. The leadership profile in 2020 was 1 Principal, 1.7 Assistant Principals, 3 Leading Teachers and 2 Learning Specialists.

North Melbourne Primary School's mission is 'guaranteed extraordinary learning opportunities for students, providing a rich curriculum and evidence based practices of teaching'. Our vision is that 'students will contribute positively to their local, national and global communities'.

The North Melbourne Primary School philosophy is underpinned by the following beliefs and practices:

- All children can learn
- Learning outcomes will be maximised when children feel safe, connected and engaged at school
- Students are encouraged to be active and self-directed in their learning
- Our school values are reflected within all we do
- We value being Responsible, Inclusive, Sagacious and Ethical.

North Melbourne Primary School strives to achieve our vision through our approach to teaching which emphasises learning in the 21st century. All staff work closely as a Professional Learning Community; analysing the impact of our teaching, assessing and monitoring student progress and planning at the point of need for all students. The leadership team is committed to the development of all staff, with professional learning opportunities offered with a focus on teaching and learning, curriculum development, wellbeing and leadership. Students are offered opportunities to learn through digital platforms, collaborative inquiry, self-directed learning and hands-on investigations while achieving the standards of the Victorian Curriculum.

### Framework for Improving Student Outcomes (FISO)

In 2020, the FISO improvement initiatives included building practice excellence, curriculum planning and assessment and intellectual engagement and self-awareness. Key improvement strategies focused on our school goals: to improve the Literacy outcomes of every student, and to develop student capabilities as global citizens.

The school retained a focus on developing Professional Learning Team practices to enhance moderation practices. In 2020, during Remote and flexible learning, students utilised online platforms for content delivery and to respond to learning tasks. This allowed PLTs to continue to meet regularly to moderate student learning through formative and summative assessments. Differentiation was prioritised upon returning to school with the support of Learning Specialists to ensure the needs of all students were being met, including those who required catchup, and those who required extension. The Staff Opinion Survey indicated that 92.2% of respondents agreed that teachers planned differentiated learning activities based on student learning needs and 93% of classroom teachers indicated that they used a range of assessment tools and practices to identify point-of-need for their cohort.

Despite the period of Remote and Flexible learning, NMPS continued to focus on improving teacher knowledge and practice in the area of literacy. A Guaranteed and Viable Curriculum was collaboratively created for Reading. Whilst the impact of remote and flexible learning delayed the official launch until 2021, PLTs were able to informally refer to this document to support planning and the development of moderation guides. Staff survey indicated 90.8% endorsement for Guaranteed and Viable Curriculum.

Developing students as global citizens was a focus during 2020, which was retained during the period of remote and flexible learning. In 2020, students in Years 3-6 commenced participation in Technology as a Specialist subject area. Through this program, students learnt to record their thinking and publish ideas through digital technologies (including story telling, graphic design, brainstorming). The focus was on supporting students' ability to utilise a design process to translate their thoughts and ideas into a digital product. The 3-6 teams participated in student-led learning opportunities (including genius hour and passion projects) and a simplified version of this was also introduced by classroom teachers in the Early Years (P-2).

**Achievement**

North Melbourne Primary School is enthusiastically committed to improving the learning outcomes for every student. Teams utilised the NMPS Teaching and Learning Cycle to analyse student assessment data and to differentiate responsively, catering for the needs of every student within the cohort, with Learning Specialists supporting this work. In 2020, the school retained a focus on differentiation and the use of formative assessment strategies to determine point-of-need instruction for all students. We utilised small-group intervention and extension groups, including EAL, literacy intervention and VHAP. Teachers engaged in individual and small group conferencing processes. The Staff Opinion Survey indicated that 92.2% of respondents agreed that teachers planned differentiated learning activities based on student learning needs.

PLT Facilitator meetings were convened weekly, focusing on leading teams, effective collaboration within the team, managing challenging conversations and delegating responsibilities. The evidence of this work indicated that PLTs remained effective throughout the period of remote and flexible learning, which was measured by an endorsement of 84.75% for collective efficacy and 89% for collective focus on student learning (differentiated practice). This high-level support for middle-leaders, is reflected in our 2020 teacher judgment.

Student achievement data continues to demonstrate that students at NMPS operate at a high level. Teacher Judgment data indicated that 92.5% of students achieved at or above expected level in English, and 90.4% of students achieved at or above level in Mathematics in 2020. In the absence of NAPLAN data, teacher judgment was determined from triangulated data sets, including PAT Reading and Maths, On-Demand and Fountas and Pinnell Benchmark Assessment System.

PSD (Program for Students with Disability) students were supported during remote and flexible learning by Education Support (ES) staff and classroom teachers. PSD students learning from home engaged in one-on-one or small group focus groups with ES staff via Webex. ES staff were available on-site for those students who attended on-site learning. Goals outlined in the Individual Learning Plans continued to be worked towards during remote and flexible learning and upon return to school. Student Support Groups (SSGs) are held to ensure student goals are identified and progress is reported to parents.

In 2021, the school aims to scaffold and differentiate learning to engage and enable students, including those who require catchup, as a result of remote learning, and further extending those of high ability.

**Engagement**

North Melbourne Primary School prioritised student engagement and wellbeing throughout 2020; this was particularly important during the extended period of remote and flexible learning. Design and interest-based projects were initiated throughout remote learning to enhance engagement and extend learning beyond the classroom. Teams conducted virtual visits to various local and global organisations to enhance their learning. Lessons were conducted via Webex and other digital learning platforms, with the frequency of real-time interactions being increased during the second

period of remote and flexible learning. The Parent Opinion Survey indicated that 85% of parents identified that their child felt motivated by their teacher; 82% of parents said that teachers were very good at making learning engaging; and 96% suggested that teachers were enthusiastic and positive about teaching.

To enhance communication between home and school, we trialled continuous reporting with Years 3-6 to provide timely feedback to families about student learning. Prep to Year 2 students were directly provided with feedback through the various online learning platforms. Staff maintained contact with families via pulse-check phone calls with all families. 83% of respondents in the Parent Opinion Survey indicated that in 2020 there was effective two-way communication between the teachers and parents. This is an increase from 67% in 2019. Upon return to on-site learning, the school prioritised re-engagement of students through student collaboration, hands-on learning and integration of wellbeing curriculum. In 2021, the school seeks to strengthen and embed the school-wide approach to communication with families and build on this work by creating opportunities to build community connection and engagement. Further to this, the continuous reporting trial will be extended to all year levels in 2021.

The school recorded an average of 13 student absence days in 2020. During the period of remote and flexible learning, online attendance was supported in a number of ways, including the use of the Webex platform, small group work and through various methods of online engagement. The school continued to utilise the structures in place aligned with DET absence guidance, to identify, monitor and follow-up unexplained absences. The school will continue to regularly promote attendance and punctuality as a vital component for school success in 2021.

**Wellbeing**

North Melbourne Primary School seeks to provide students with an education that gives each child the best start to a happy, healthy and bright future by recognising the important role wellbeing plays in maximising students' learning. The school aims to promote and model respect and equality, and to teach children how to build healthy relationships, resilience, and confidence. This was especially important in 2020 during the periods of remote and flexible learning, and upon return to school. During these times, North Melbourne Primary School prioritised a focus on student wellbeing and engagement. Classroom teachers provided regular opportunities for connection and check-ins via Webex and other digital learning platforms, and utilised Respectful Relationships lessons to support this focus.

The school introduced additional supports for wellbeing checks and school attendance, aligned with DET absence protocols and policy. The school provided digital devices to families who required digital access and those students who required on-site learning were provided support. Wellbeing resources and support services were offered to families regularly.

The school continued to provide support for PSD (Program for Students with Disability) students. Regular Student Support Group (SSG) meetings were convened and Individual Learning Plans were developed for each student in this program. When required, students were supported to attend on-site learning, with Education Support staff in attendance.

Effective transition pathways were supported, with a Prep Information Night and weekly story time sessions being conducted via Webex for incoming Prep students. Once restrictions were eased, Kinder-Prep transition sessions resumed in a face-to-face capacity. Students in all other year levels were supported to transition to their following year level in a face-to-face transition day, including Year Six to Seven transition.

Teacher wellbeing was also monitored and supported throughout the year. All staff participated in a series of webinars focused on teacher wellbeing and regular staff check-ins were offered.

**Financial performance and position**

NMPS maintained a very sound financial position throughout 2020 and the annual result was a surplus. The school 2017-2021 Strategic Plan, along with the 2020 Annual Implementation Plan continued to provide the framework for School Council allocation of funds to support school programs and priorities.

The surplus allows us to ensure funding is allocated to programs in an ongoing capacity to meet the differentiated

needs of the students in our school. PSD students are supported with additional assistance than funding allows. Money was also used to support staff professional learning opportunities, aligned with the goals and targets of the School Strategic Plan. The school received \$46,548 in equity funding in 2020. This money was spent on supporting our identified EAL learners through fluid intervention groups and our disadvantaged students in school attendance (both remotely and on-site).

The program budgets, revenue and expenditure were monitored through our finance committee and school council. 2020 was not a significant fundraising year due to COVID-19.

Towards the end of the year, the school was successful in applying for both Minor Capital Works Funding and the Accessible Building Program which will see improvements to the NMPS grounds in 2021.

**For more detailed information regarding our school please visit our website at**  
<https://www.northmelbourneps.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 892 students were enrolled at this school in 2020, 403 female and 489 male.

45 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

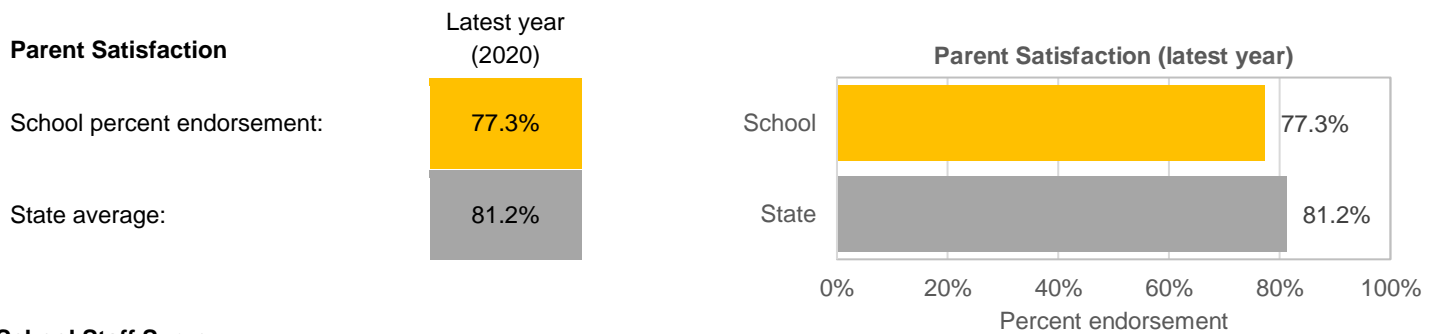
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

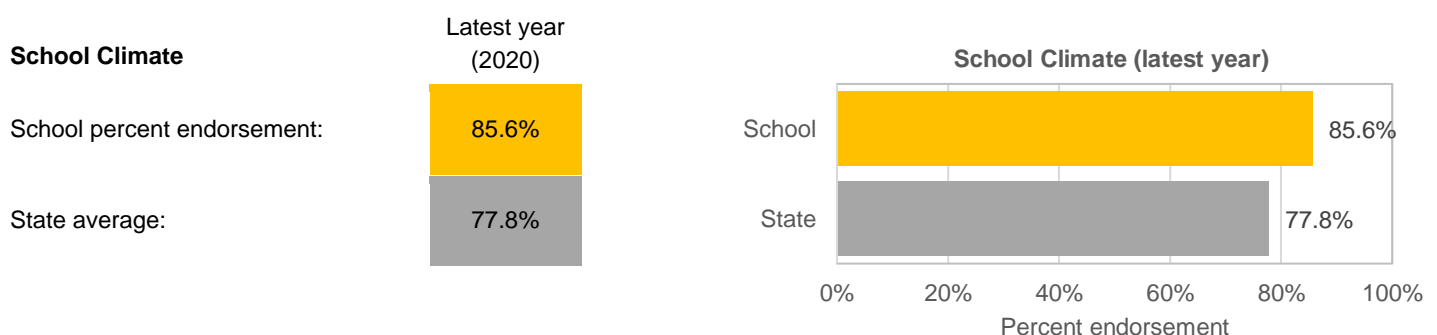


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

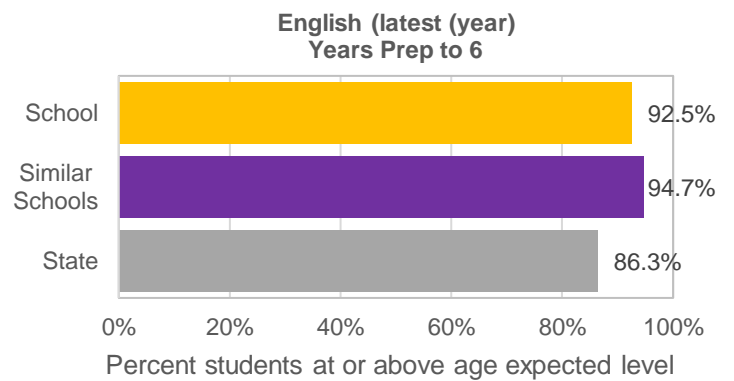
92.5%

Similar Schools average:

94.7%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

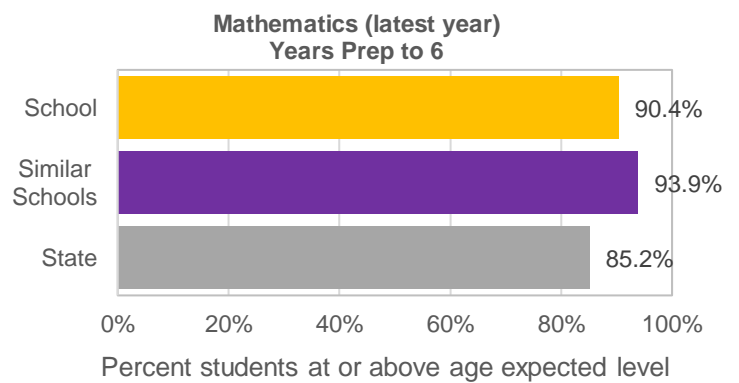
90.4%

Similar Schools average:

93.9%

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

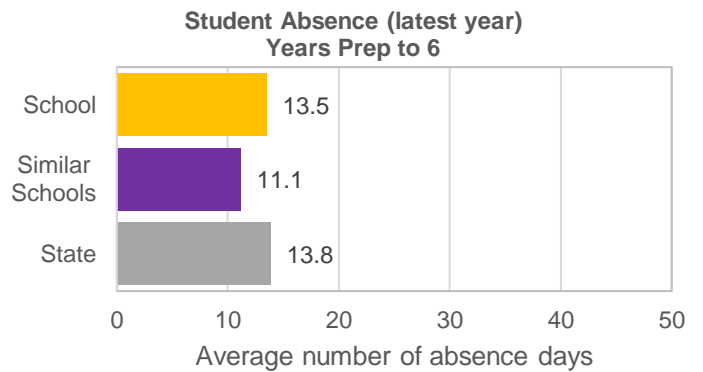
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 13.5               | 15.3           |
| Similar Schools average:               | 11.1               | 13.1           |
| 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): | 94%  | 92%    | 92%    | 93%    | 94%    | 92%    | 93%    |

**WELLBEING**

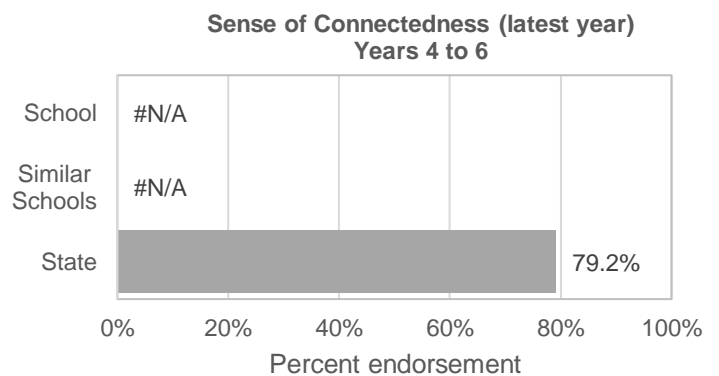
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

| <b>Sense of Connectedness<br/>Years 4 to 6</b> | Latest year<br>(2020) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent endorsement:                    | NDA                   | 78.8%             |
| Similar Schools average:                       | NDP                   | 83.4%             |
| State average:                                 | 79.2%                 | 81.0%             |



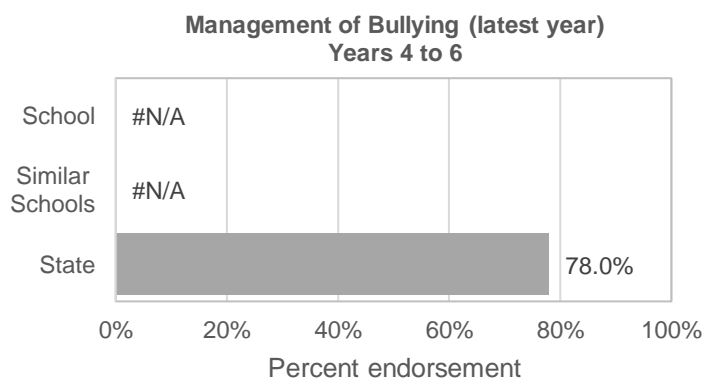
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

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

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

| <b>Management of Bullying<br/>Years 4 to 6</b> | Latest year<br>(2020) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent endorsement:                    | NDA                   | 74.9%             |
| Similar Schools average:                       | NDP                   | 81.6%             |
| 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       | \$6,915,758        |
| Government Provided DET Grants | \$769,823          |
| Government Grants Commonwealth | \$527,936          |
| Government Grants State        | \$10,140           |
| Revenue Other                  | \$20,146           |
| Locally Raised Funds           | \$744,518          |
| Capital Grants                 | NDA                |
| <b>Total Operating Revenue</b> | <b>\$8,988,322</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$46,548        |
| Equity (Catch Up)                                   | NDA             |
| Transition Funding                                  | NDA             |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA             |
| <b>Equity Total</b>                                 | <b>\$46,548</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$6,562,287        |
| Adjustments                           | NDA                |
| Books & Publications                  | \$16,795           |
| Camps/Excursions/Activities           | \$174,908          |
| Communication Costs                   | \$14,546           |
| Consumables                           | \$169,850          |
| Miscellaneous Expense <sup>3</sup>    | \$60,934           |
| Professional Development              | \$36,690           |
| Equipment/Maintenance/Hire            | \$173,956          |
| Property Services                     | \$217,028          |
| Salaries & Allowances <sup>4</sup>    | \$599,805          |
| Support Services                      | \$53,828           |
| Trading & Fundraising                 | \$40,790           |
| Motor Vehicle Expenses                | NDA                |
| Travel & Subsistence                  | \$614              |
| Utilities                             | \$43,965           |
| <b>Total Operating Expenditure</b>    | <b>\$8,165,996</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$822,326</b>   |
| <b>Asset Acquisitions</b>             | <b>\$119,148</b>   |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

| <b>Funds available</b>        | <b>Actual</b>      |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,160,457        |
| Official Account              | \$391,613          |
| Other Accounts                | \$24,051           |
| <b>Total Funds Available</b>  | <b>\$1,576,121</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>      |
|---|--------------------|
| Operating Reserve                           | \$241,341          |
| Other Recurrent Expenditure                 | \$14,870           |
| Provision Accounts                          | \$20,000           |
| Funds Received in Advance                   | \$183,614          |
| School Based Programs                       | \$350,000          |
| Beneficiary/Memorial Accounts               | \$108,563          |
| Cooperative Bank Account                    | NDA                |
| Funds for Committees/Shared Arrangements    | NDA                |
| Repayable to the Department                 | NDA                |
| Asset/Equipment Replacement < 12 months     | \$110,000          |
| Capital - Buildings/Grounds < 12 months     | \$250,000          |
| Maintenance - Buildings/Grounds < 12 months | NDA                |
| Asset/Equipment Replacement > 12 months     | NDA                |
| Capital - Buildings/Grounds > 12 months     | \$150,000          |
| Maintenance - Buildings/Grounds > 12 months | \$50,000           |
| <b>Total Financial Commitments</b>          | <b>\$1,478,387</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.*