

2022 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).
- 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 15 March 2023 at 12:51 PM by Sarah Nightingale (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 27 March 2023 at 08:42 AM by Rowan Kimber (School Council President)

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).

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)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

'Levels A to D' may be used for students with 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

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 2022 was 802 students with 359 females and 443 males, including 9 international students. 38% of students had English as an Additional Language and there were 6.0 Aboriginal or Torres Strait Islander students. The school has a low Student Family Occupation index (0.2329) and Student Family Occupation and Education index (0.1570). In 2022, students were grouped into 34 year-level class groups and were housed in a mixture of heritage buildings and contemporary learning spaces. Flexible learning spaces can be created throughout the school 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, Auslan and Italian. The school also provides learning intervention and support, including the Tutor Learning Initiative and English as an Additional Language classes for new arrivals to Australia.

In 2022 the staffing profile was made up of 45.9 EFT teachers and 11.9 EFT Education Support staff. Zero staff are of Aboriginal and Torres Strait Islander heritage. The leadership profile in 2022 was 1 Principal, 2 Assistant Principals and 3 Learning Specialists.

North Melbourne Primary School's mission is to '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; working in Professional Learning Teams to analyse the impact of our teaching, assess and monitor student progress and plan at the point of need for all students. The leadership team is committed to building the capacity of all staff, with professional learning opportunities offered throughout the year, focusing 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 following the school review, the school commenced working towards the targets within our new School Strategic Plan (2021-2025). The overarching goal of improving learning achievement for all students framed our focus for 2022.

Students in Year 3 and 5 performed well above the state mean in NAPLAN, across all areas of the curriculum. 93.7% of students achieved at or above Victorian Curriculum age expected standards in English and 93.8% of students achieved at or above Victorian Curriculum age expected standards in Mathematics, as measured by Teacher Judgment data.

Throughout the year, Learning Specialists supported data analysis, moderation, responsive planning and differentiation during weekly PLTs (Professional Learning Teams). Curriculum planning documents demonstrate evidence-based differentiation and reflect the school's AIP targets in alignment with the teaching and learning cycle. Coaching cycles were enacted throughout the year to provide feedback and pedagogical support in Literacy and Mathematics, and to support student engagement. Targeted professional learning centred upon improved teacher practice with a whole school focus on the New Art and Science of Teaching.

PLT facilitators and members of leadership participated in the Victorian Professional Learning Communities training. Regular PLT facilitator meetings enabled consistent implementation of knowledge and practice across the school to support and build the capacity of all staff. The Tutor Learning Initiative was effectively implemented across the school and was monitored through formative and summative assessments at regular intervals. Student Support Groups (SSGs) were held each term to support students and to monitor progress towards the goals outlined in their Individual Education Plans.

Moving forward, the school will continue to provide coaching support for staff, to scaffold and differentiate learning to engage and enable students and to improve the learning of all students.

Wellbeing

In 2022 we focused on strengthening student wellbeing as outlined in the Strategic Plan and Annual Implementation Plan. Student Attitudes to School data indicated 72.7% positive endorsement for sense of connectedness and 61.4% for management of bullying. These areas were supported through the Respectful Relationships program, cyber safety incursions, and the P-6 camp program, and will continue to be an ongoing focus in 2023. Positive learning environments were promoted for all students by establishing safe and orderly classroom environments and providing regular opportunities for connections and check-ins with classes and individual students. A Wellbeing Community of Practice was established with staff to support student and staff wellbeing, and socio-emotional learning in class.

Student wellbeing was supported by our Wellbeing Team, where goals and actions were prioritised and collaborated upon with teachers, parents and external professionals. Support was provided for students with allocated funding via the PSD, including regular Student Support Group (SSG) meetings and Individual Education Plans. A focus on establishing classroom routines, collectively developing essential agreements, and embedding our school values was prioritised in all grades.

A comprehensive program was utilised to support students transitioning from kindergarten to school, which included numerous transition sessions for students, as well as parent information sessions. Students in all other year levels were also supported to transition to their following year level in a face-to-face transition day, including Year Six to Seven transition. Student wellbeing will continue to be a focus in 2023, in response to improving connectedness and management of bullying, and general wellbeing of students through the implementation of SWPBS, Disability Inclusion, and an expansion of the Wellbeing Team.

Engagement

Students at North Melbourne Primary School demonstrate positive engagement with their school and strong connections with their school community. In 2022, the school recorded an average of 18.8 student absence days with the major reason for non-attendance being Medical/ Illness. We attribute this increase to COVID-19 isolation requirements in 2022. We continued to utilise the DET absence guidance, to identify, monitor, and follow-up unexplained absences. Continuing to regularly promote attendance and punctuality will be a vital component for school success in 2023.

Our specialist programs included Physical Education, Visual and Performing Arts, Music, Auslan, and Italian. Design and interest-based projects were also utilised to enhance engagement and extend learning beyond the classroom. Learning walks were conducted by the leadership team to provide feedback on student learning, engagement, and wellbeing. While a range of opportunities were provided to enable student voice and agency, this will continue to be a focus in 2023.

Our Junior School Representative Council (JSRC) and Student Leaders played an important role in engagement through facilitating assemblies and the recognition of key events. In 2022, the introduction of the Koorie Councillor role facilitated a greater sense of inclusivity, diversity, and community connection. Teachers participated in Cultural Understanding and Sensitivity Training (CUST) and established a 'Community Engagement' Community of Practice, which aimed to foster enhanced engagement with our school community through cultural awareness and events.

In 2022 we focused on strengthening community engagement by embedding the school-wide approach to communication and creating opportunities to build community connection and engagement. This was evident in our school events, such as the bi-annual fete, and through our communication with families, our active School Council subcommittees, and Parents and Friends association.

Other highlights from the school year

In 2022 we successfully held our 'Around the World' Twilight fete, the first since 2018. The evening was extremely successful with students and their families attending the evening. The fete included food and drink stands, rides, and student-led stalls, as well as an evening of entertainment as provided by students, teachers and community members. The evening was successful in facilitating communication, community engagement, and belonging. The fete was facilitated in partnership with our Parents and Friends

association and local community groups, and proved to be a successful fundraising opportunity for our school, with money being allocated for school upgrades and improvements in 2023 at the Errol Street Campus.

Financial performance

NMPS maintained a very sound financial position throughout 2022 and the annual result was a surplus. The school's 2021-2025 Strategic Plan, along with the 2022 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, including providing additional assistance and supports for our PSD students. Money was also used to support staff professional learning opportunities, aligned with the goals and targets of the School Strategic Plan. This included continued release time for Learning Specialists to engage in coaching, mentoring and modelling.

The school received \$53,526 in equity funding in 2022. This funding was spent on continuing to support our EAL learners, implementing targeted intervention groups for identified students focusing on point of need teaching, and monitoring and managing attendance data.

The school received funding for a number of targeted initiatives in 2022, including the Tutor Learning Initiative (TLI) and Transforming the First Years of the Teaching Career (TFYTC) pilot. The total allocation to the Tutor Learning Initiative (TLI) program was \$74,265.60 and \$156,512.39 for the TFYTC pilot program. In addition to this funding, the school also received \$5933 for the Early Years and Extended Koorie Literacy and Numeracy Program.

It's important to note, \$50,000 of additional funds were allocated to support our Casual Relief Teaching (CRT) budget in 2022. The total expenditure of \$226,582 for the CRT was significant due to increased staff shortages throughout the year.

The school was successful in obtaining \$25,000 of funding for shade sails in 2022, which resulted in two additional shaded outdoor spaces.

In 2022 we welcomed our school community back onsite after the COVID restrictions through a number of fundraising events, including our bi-annual fete which raised a profit of \$43,546.

The program budgets, revenue, and expenditure were monitored through our finance committee and School Council. This includes the School Council operated Outside School Hours Care (OSHC) service which resulted in a deficit.

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 approval and the intent and purposes for which the funding was provided or raised

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 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 790 students were enrolled at this school in 2022, 365 female and 425 male.

49 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).

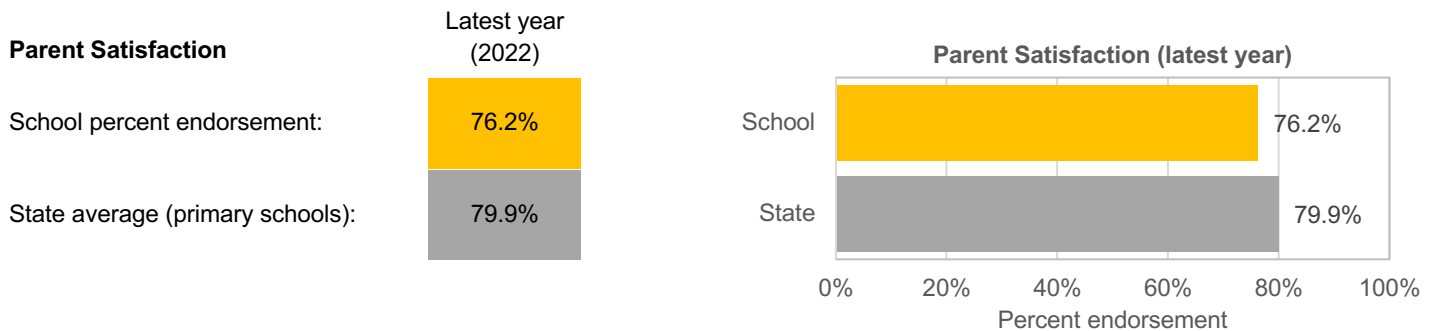
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

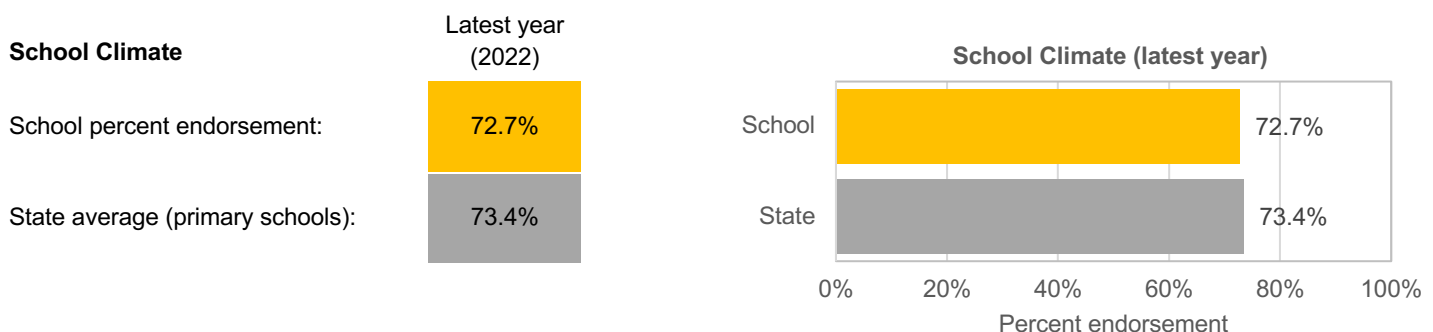


School Staff Survey

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.



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:

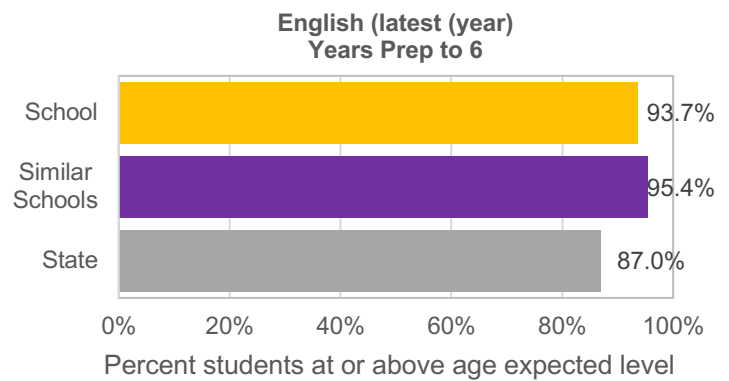
93.7%

Similar Schools average:

95.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

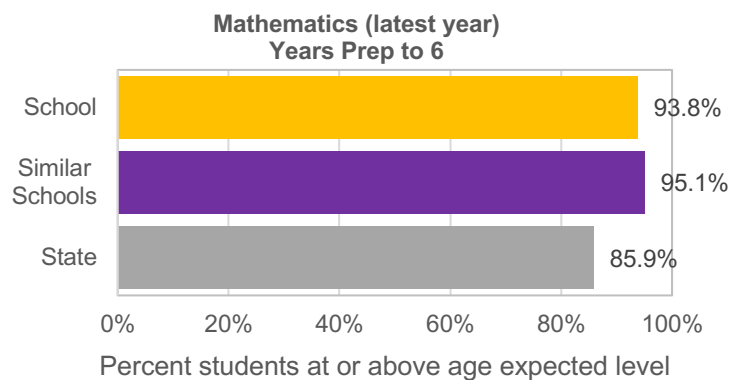
93.8%

Similar Schools average:

95.1%

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.

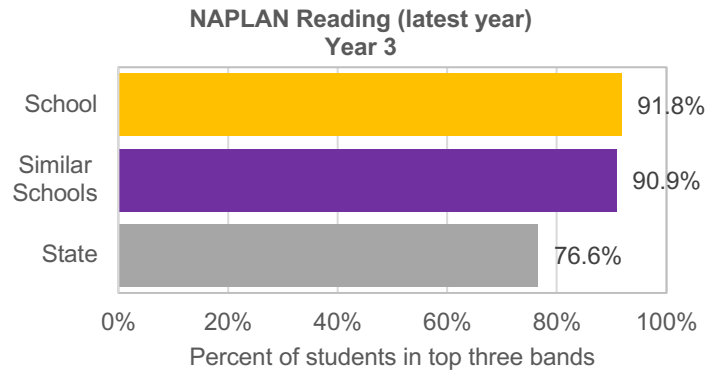
NAPLAN

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.

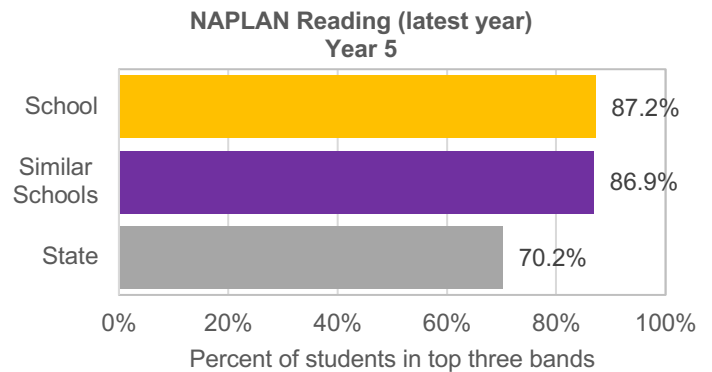
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.8%	94.5%
Similar Schools average:	90.9%	90.2%
State average:	76.6%	76.6%



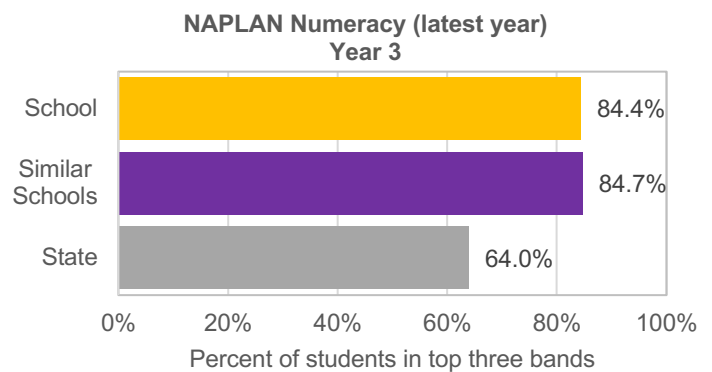
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.2%	88.0%
Similar Schools average:	86.9%	85.5%
State average:	70.2%	69.5%



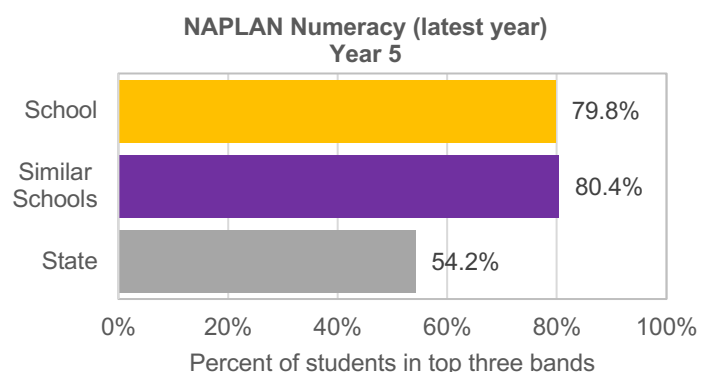
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.4%	86.8%
Similar Schools average:	84.7%	85.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.8%	85.7%
Similar Schools average:	80.4%	81.5%
State average:	54.2%	58.8%



WELLBEING

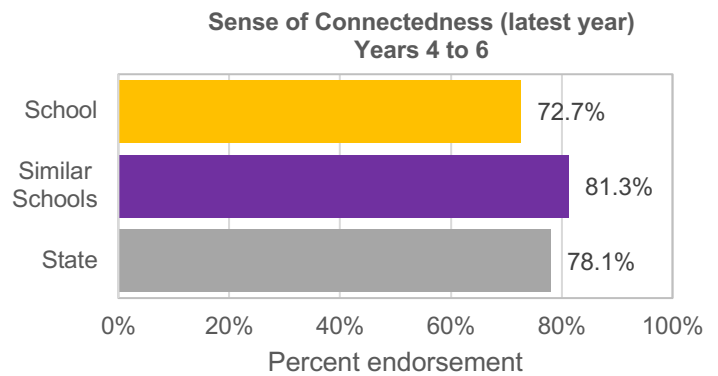
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	72.7%	75.1%
Similar Schools average:	81.3%	82.4%
State average:	78.1%	79.5%

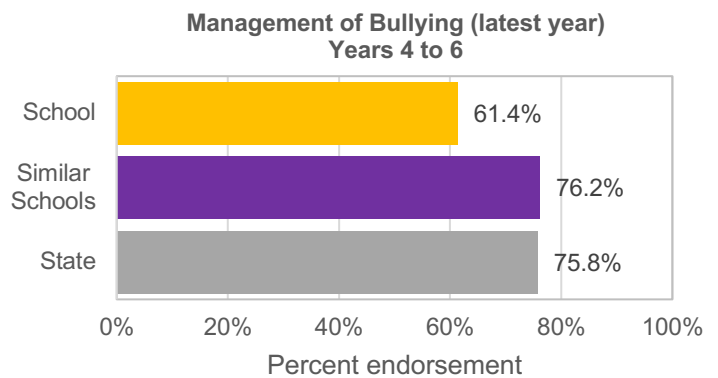


Student Attitudes to School – Management of Bullying

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:	61.4%	67.3%
Similar Schools average:	76.2%	79.1%
State average:	75.8%	78.3%



ENGAGEMENT

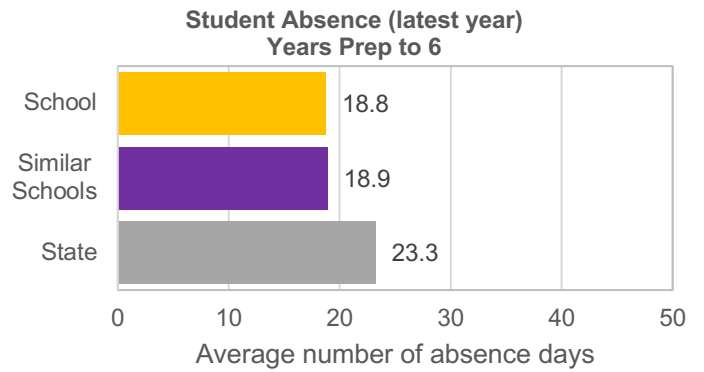
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.8	15.2
Similar Schools average:	18.9	13.6
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):	91%	90%	90%	91%	90%	91%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,246,123
Government Provided DET Grants	\$1,139,195
Government Grants Commonwealth	\$338,591
Government Grants State	\$0
Revenue Other	\$40,048
Locally Raised Funds	\$955,253
Capital Grants	\$0
Total Operating Revenue	\$9,719,210

Equity ¹	Actual
Equity (Social Disadvantage)	\$53,526
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$53,526

Expenditure	Actual
Student Resource Package ²	\$6,613,690
Adjustments	\$0
Books & Publications	\$26,948
Camps/Excursions/Activities	\$337,577
Communication Costs	\$8,869
Consumables	\$8,720
Miscellaneous Expense ³	\$52,478
Professional Development	\$52,215
Equipment/Maintenance/Hire	\$166,591
Property Services	\$253,799
Salaries & Allowances ⁴	\$912,435
Support Services	\$106,343
Trading & Fundraising	\$73,641
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$67,449
Total Operating Expenditure	\$8,680,756
Net Operating Surplus/-Deficit	\$1,038,455
Asset Acquisitions	\$199,726

- (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

Funds available	Actual
High Yield Investment Account	\$1,491,012
Official Account	\$84,095
Other Accounts	\$24,051
Total Funds Available	\$1,599,158

Financial Commitments	Actual
Operating Reserve	\$340,051
Other Recurrent Expenditure	\$45,599
Provision Accounts	\$20,000
Funds Received in Advance	\$536,871
School Based Programs	\$200,000
Beneficiary/Memorial Accounts	\$8,563
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$30,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$250,000
Maintenance - Buildings/Grounds > 12 months	\$24,376
Total Financial Commitments	\$1,455,459

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.