

2022 Annual Report to the School Community

School Name: Norris Bank Primary School (3618)



- 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 27 March 2023 at 02:22 PM by Sandra James (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 26 April 2023 at 11:53 AM by Anna Koh (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
-

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

Our 3 school Values underpin all decision making and action at Norris bank primary School. Kindness, Respect and Curiosity. These values were created by the whole school community in 2018 and assist the building of a culture that values Kindness and Respect and promotes Curiosity in a safe and progressive manner for all students, staff and school community members. Our Vision for Norris Bank Primary School is that every child is happy, healthy and supported to reach their personal best regardless of personal circumstance.

Norris Bank Primary School is located approximately thirty three kilometres north of Melbourne's Central Business District (CBD), in the suburb of Bundoora. It was originally established in 1909 in an old homestead, with a new school building built on the same site in 1953. Enrolments at the time of the review were approximately 104 students post 2020 as a number of families moved to rural areas in Victoria. The enrolment numbers are expected to rise for 2023 as there has been a significant increase in Foundation enrolments for Foundation students and returning international students.

The school provides an approved sequential Victorian Curriculum framework Foundation to Year 6. Japanese language and Cultural understanding is offered through the Languages other than English (LOTE) program, and Visual Arts, Performing Arts and Physical Education (PE), are specialist areas provided by the school. Digital technologies are used as essential learning tools, where students and teachers have access to a range of devices including; classroom computer networks, screens, laptops and iPads. The school provides teaching assistants and intervention, supporting a range of strategies and programs to assist students needing additional support. A Childrens' Garden, was established in 2018 allowing students to recycle and plant food crops as part of the Science, Technology, Engineering, Arts and Mathematics (STEAM) program.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 Priorities Goal

Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.

Over the previous 4 years of our whole School Strategic Plan, we have made excellent progress towards reaching our Strategic goals in Reading in both Year 3 and Year 5. Averaging 2 percentage points higher in Reading then similar schools in Year 3 and reaching the state average in Year 5, 10 percentage points higher then similar schools. In Numeracy we continue to make great gains in Year 5 and are achieving excellent results with our value adding in growth from Year 3 to Year 5.

Our senior students feel very connected to school. This was supported by evidence in the 2022 Student Attitudes to School Survey with our Year 4 -6 cohort reporting high levels of connection. This sense of connectedness to school was much higher then similar schools and above the state average. They also felt that bullying was being managed well. The amount of positive responses to this was 4.4 percent higher then the state average.

Wellbeing

Student Wellbeing is crucial to learning and sits at the center of what we do at Norris Bank Primary School. In 2022, we continued to support our students with lunch time social clubs across the week, which included chess, leggo, bey-blades, art/craft, choir and outdoor sports. Our belief is that learning happens as much through informal play in the playground as it does in the classrooms and all children should feel safe and supported in navigating through relationship building and play at school. All students know that they can rely on the adults at school to support them with strategies and timely intervention, if required. All students at Norris Bank PS have Independent Learning Goals each term in Reading, Writing, 3 areas of Numeracy and in the Capabilities. These are shared and discussed each term with students, parents/ carers. We work in close partnership with parents/ carers to support students to be happy, healthy and achieve their personal best.

Parent satisfaction as measured through the 2022 Parent Opinion Survey, showed that the rate of positive parent endorsement was 10 percentage points higher than the state average.

Engagement

School average number of attendance days continue to be an area to work on. In 2022, Norris Bank Primary School averaged 4 more days per year, per student absence when compared to similar schools. There were a small percentage of students in the same small group of families that had a significant impact on attendance data. There were also a number of students who went on family holidays overseas during school term once the international borders re-opened. These families have been well supported to lift their attendance rates moving forward.

There were also a higher number of students reporting to sick bay on a daily basis, with high temperatures and flu-like symptoms. We had a dramatic increase in the numbers of confirmed Covid-19 infections in both students and staff in 2022.

Other highlights from the school year

We held a very successful educational Year 3 -6 School Camp to Sovereign Hill in Ballarat in 2022 as well as 2 whole school F -6 excursions to Melbourne Zoo and the Melbourne Museum. We had many celebration days throughout the year including dress up days organised and co-ordinated by our junior school council. We once again enjoyed celebrating Harmony Day, Easter Hat Parade and Book Week after a disruptive couple of years.

Financial performance

Due to a temporary decrease in enrolments in 2022, the school was in a slight deficit due to staffing commitments. As a result our early year classrooms had smaller number of students than average. Due to staff illness, throughout the year, the school had to fund more casual relief support staff than we have in previous years. This had an impact on our financial position in regards to salaries and allowances. Maintenance and Property Services continued to have the highest cost overall. The school was successful in applying for a state government grant for a new Shade Sail. We continued to receive a high percentage of voluntary contributions from our school community as in previous years and we continued to lease our Basketball Gym after school and 3 classrooms to Northern School for Autism. All of which has also contributed to our locally raised funds.

For more detailed information regarding our school please visit our website at
www.norrisbkps.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 102 students were enrolled at this school in 2022, 47 female and 55 male.

44 percent of students had English as an additional language and 5 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).

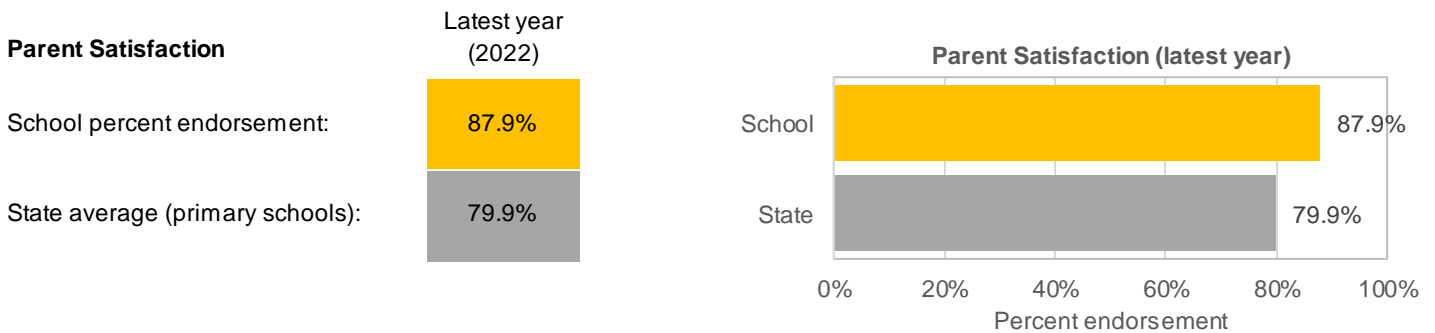
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

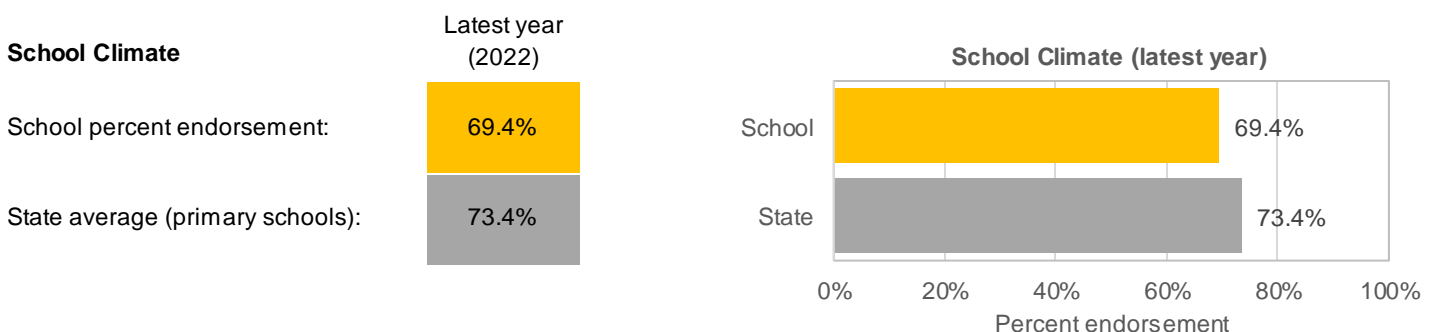


School Staff Survey

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:

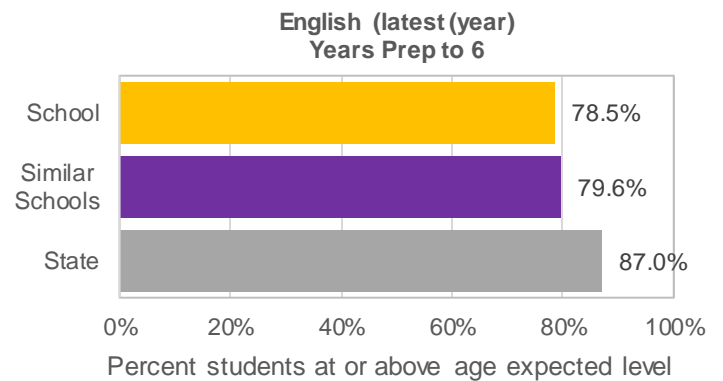
78.5%

Similar Schools average:

79.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

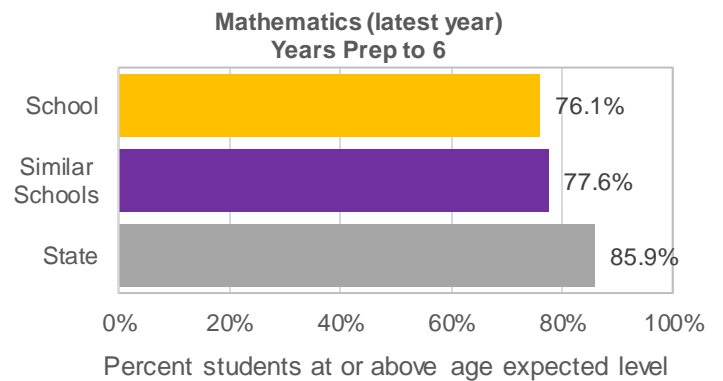
76.1%

Similar Schools average:

77.6%

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.

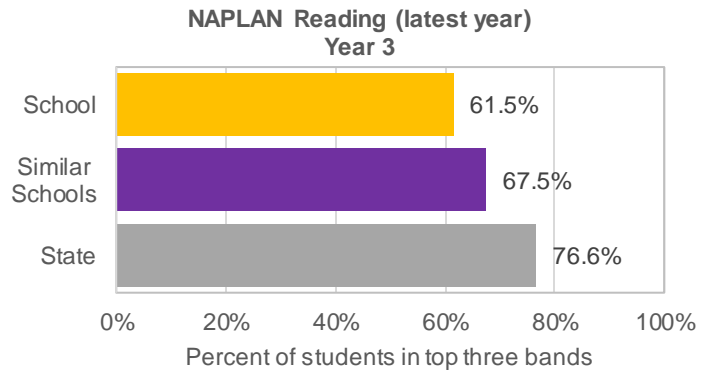
NAPLAN

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.

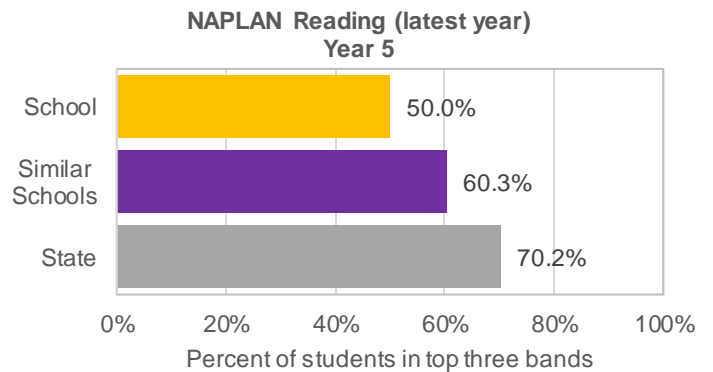
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.5%	68.9%
Similar Schools average:	67.5%	66.6%
State average:	76.6%	76.6%



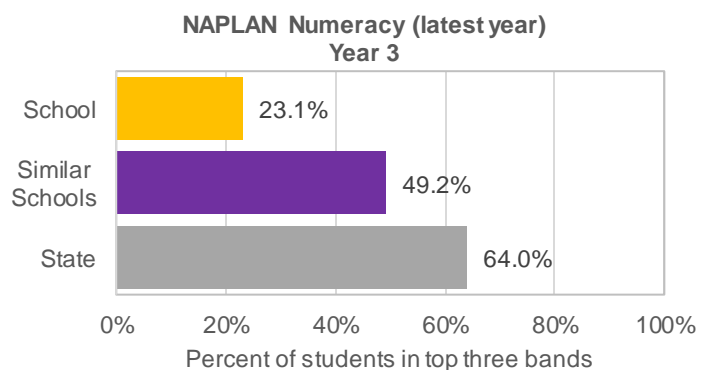
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	69.0%
Similar Schools average:	60.3%	59.5%
State average:	70.2%	69.5%



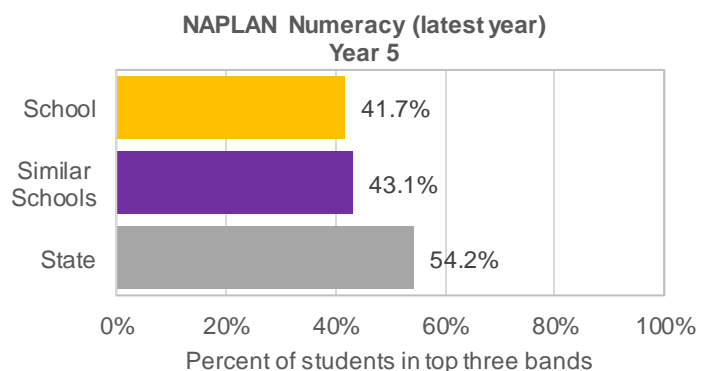
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	23.1%	44.4%
Similar Schools average:	49.2%	51.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.7%	50.0%
Similar Schools average:	43.1%	46.6%
State average:	54.2%	58.8%



WELLBEING

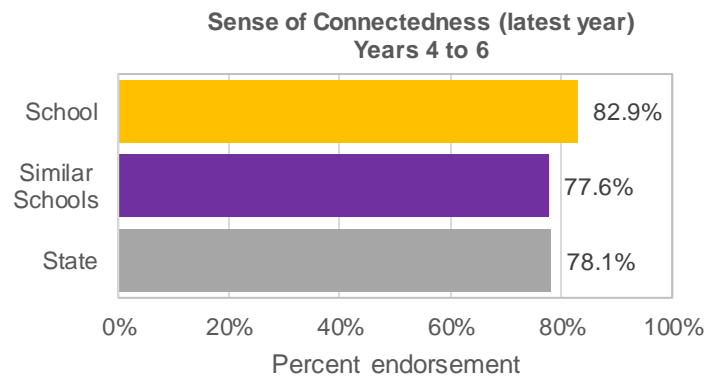
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	82.9%	76.6%
Similar Schools average:	77.6%	80.2%
State average:	78.1%	79.5%

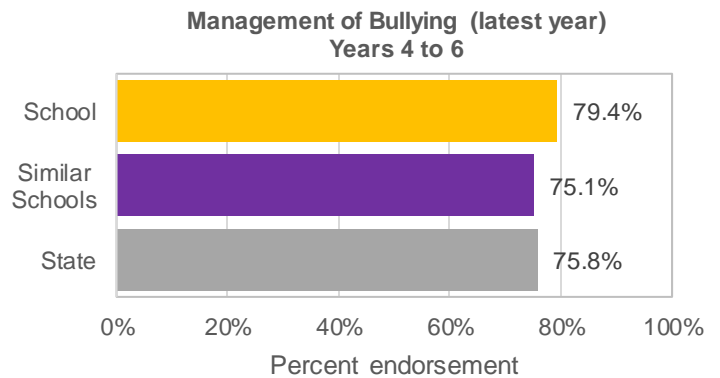


Student Attitudes to School – Management of Bullying

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:	79.4%	76.8%
Similar Schools average:	75.1%	78.5%
State average:	75.8%	78.3%



ENGAGEMENT

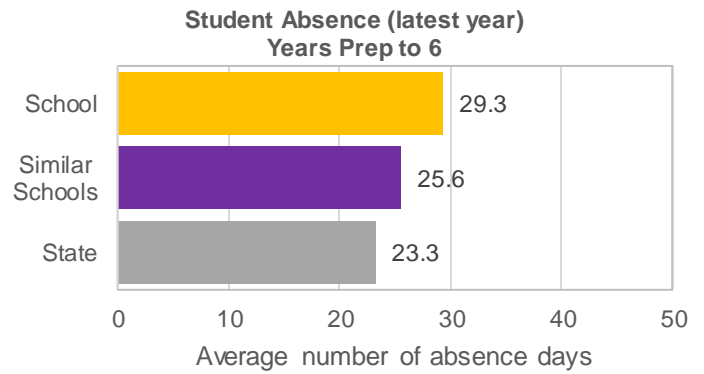
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	29.3	26.2
Similar Schools average:	25.6	20.0
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):	86%	86%	86%	83%	81%	84%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,174,780
Government Provided DET Grants	\$170,329
Government Grants Commonwealth	\$2,362
Government Grants State	\$0
Revenue Other	\$4,899
Locally Raised Funds	\$57,631
Capital Grants	\$18,036
Total Operating Revenue	\$1,428,036

Equity ¹	Actual
Equity (Social Disadvantage)	\$81,850
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$81,850

Expenditure	Actual
Student Resource Package ²	\$1,180,250
Adjustments	\$0
Books & Publications	\$708
Camps/Excursions/Activities	\$26,745
Communication Costs	\$2,903
Consumables	\$11,299
Miscellaneous Expense ³	\$12,122
Professional Development	\$3,627
Equipment/Maintenance/Hire	\$65,322
Property Services	\$76,738
Salaries & Allowances ⁴	\$45,030
Support Services	\$9,465
Trading & Fundraising	\$1,848
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,440
Total Operating Expenditure	\$1,453,498
Net Operating Surplus/-Deficit	(\$43,499)
Asset Acquisitions	\$11,273

- (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	\$82,233
Official Account	\$18,047
Other Accounts	\$0
Total Funds Available	\$100,279

Financial Commitments	Actual
Operating Reserve	\$35,354
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$13,323
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$48,677

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.