

## 2015 Annual Report to the School Community

Northcote Primary School

School Number: 1401



Name of School Principal:

Kerrie Williams

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Name of School Council President:

Ian Taylor

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Date of Endorsement:

11<sup>th</sup> May, 2016

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

#### **2015 Annual Report statement**

Northcote Primary School is known for its strong sense of community connectedness, and Northcote Primary School has this in spades. Over our 140 year history the school has evolved into a place where community matters and where our students continue to achieve academically. We are proud of our consistent teaching and learning and the high standards we set for our staff and students. We are a welcoming school community. Strong relationships are the hallmark of our school – among students, parents, and staff and within the Northcote community.

Northcote Primary School is located in the inner northern suburb of Northcote and was first established in 1874. It retains the original Victorian and later Edwardian heritage brick buildings. Extensive refurbishments to original classrooms have created modern, flexible learning spaces in all areas. This has provided the environment to transform the teaching and learning practices in our school, to be far more suitable for today's teaching and learning needs. The pedagogical focus is to provide an inclusive teaching and learning program, with consistent, collaborative teaching (teacher teaming) to best meet the needs of all students and capitalise on the collective strengths of teams of teachers.

Synthetic turf for general play and basketball has enhanced the open play spaces. Extensive landscaping and attractive signage have improved the main entrances to the school. Maintaining the original buildings continues to be a community challenge that we strive to meet.

The school enrolment for 2015 was 358 students and this is expected to increase in the future.

Our community of students, staff, families and friends provide a supportive learning environment, engaging our children in lifelong learning. The school purpose is: We are here to help children to become literate and numerate and prepare them for life. The core values of the school are: creativity, respect and community. The value of creativity is defined by the school community as: Stimulating curiosity and exploration as well as providing opportunities for choice, discovery and creative self-expression. Respect means accepting and valuing ourselves and others and demonstrating this in our behaviour; and Community at Northcote Primary School means welcoming students, staff, families and friends by promoting a sense of belonging and sharing in our school.

These values underpin a school environment and atmosphere where safety, caring attitudes, quality respectful relationships, consultative decision-making, and high educational standards are encouraged.

We have an enthusiastic and professional staff team and the school has a strong focus on teacher development. In 2015, the school had 21 teaching staff with a full-time equivalent teaching staff of 18.7; 5 non-teaching staff with a full-time equivalent of 2.7. Our pedagogical focus is to provide an inclusive teaching and learning program, with consistent, collaborative teaching practices (teacher teaming), strongly focused on meeting the needs of all students and capitalising on the collective strengths of teams of teachers.

Overall socio-economic profile based on the school's student Family Occupation index which takes into account parents' occupation, the school is rated in the high range. There were 5% of students who had English as an additional language. We are a community mainly from the local Northcote and surrounding areas who value working together in partnership to achieve the best outcomes for all students.

We strive to build and maintain a community of learners – students, parents and staff – learning, working and sharing together. We recognize the importance of equipping students with skills and abilities to achieve socially, academically and emotionally in today's changing world. Students who feel safe, challenged and supported by a positive school environment are able to aspire to be the best they can.

Students are provided with a wide range of personal, academic and practical experiences. Northcote Primary School is committed to ensuring that improved student learning is the highest priority. This is achieved by providing a comprehensive learning program based on the Victorian Curriculum with specialist programs in the Arts, Physical Education, and Italian Language. By focusing on the aptitude and interests of each individual student, the school provides a learning environment which ensures students have every opportunity to reach their potential.

## Achievement

Northcote Primary School has much to celebrate about its achievements during 2015. Sustained improvement in student learning from existing high levels is evident over that period, along with high levels of student engagement and wellbeing.

Strong absolute, comparative, relative gain and improvement trend patterns are revealed in the school student learning literacy and numeracy performance indicators.

The teacher assessment data from AusVELS 2015 shows a very high percentage of students in years Prep to 6 above the standards expected. This incorporates results in English and Maths.

At Years 3 and 5, Teacher Judgment in English and Mathematics is consistent with the levels reflected in NAPLAN.

2015 NAPLAN data reveal:

Year 3 NAPLAN results for 2015 in Reading and Numeracy have continued to improve from the 2014 results. The percentage of students in the top three bands for Reading and Numeracy remains very high and continues to be significantly above the median average score for all Victorian primary schools.

The NAPLAN Year 3, 4-year average results for Reading are well above the State median and just outside the middle 60% of Victorian Government schools. The NAPLAN Year 3, 4-year average results for Numeracy are above the State median.

On school comparison measures, Year 3's performed at similar levels to other government schools taking into account background characteristics.

Year 5 NAPLAN average score achieved results for 2015 in Reading, are well above the State median and in Numeracy, the results are also well above the State median.

The Year 5 NAPLAN 4-year average 2012-2015 results in Reading are well above State median and in Numeracy, also well above the State median.

On school comparison measures, Year 5's performed at similar levels in Reading and a similar level in Numeracy compared to other government schools taking into account student background characteristics.

There is clear evidence that the school adds considerable value to student learning. The NAPLAN Relative Growth Year 3 – Year 5 student outcomes in the domains of Reading; Numeracy; Writing; Spelling; Grammar and Punctuation demonstrate that nearly all of the 2015 Year 5 student's growth (progress) results are either in the middle 50% (Medium) or in the top 25% (categorized as High). Very few students have not made sufficient progress from year 3 to year 5. Of note is the focus on Spelling the school had in 2015, directing considerable resources to teacher development and learning in this area. 91% of the students achieved either medium (60%) or high growth (30%) and only 9% with low growth compared to 17% in 2014.

Evidence has shown that there is strong, clear, distributed leadership, deliberately focused on establishing a school-wide framework for teaching practice with a sharpened focus on supporting improvement and consistency in teaching practices throughout the school. Professional learning has focused on building teacher capacity to consistently implement the strategies. Enabling students to understand their own performance data that informs personalised goal setting, and providing feedback to teachers will be further investigated.

The school will continue to build a consistent whole school approach to learning and teaching based on core teaching and learning protocols. There will be continued emphases on developing a whole school spelling approach and continue to refine the school's teaching practice in Reading, Writing and Numeracy. The school will continue to develop differentiation of curriculum and assessment with the aim of ensuring that all students make the expected growth.

## Engagement

There are very high levels of student cognitive, behavioural and emotional engagement... consistently higher than those for similar schools and well into the top 10% of all schools. The average student absence rate in 2015 has continued to improve since 2011. Whilst the attendance rate remains relatively high right across the school in terms of absolute percentage, averaging in the 93% - 94% range from Prep to year 6, they are similar to other government schools with similar background characteristics.

A strong, supportive parent community is in evidence endorsing the teaching and learning programs and approaches and reinforcing the importance of school attendance in that children need to be at school every day, on time for learning.

The school will continue to ensure smooth, seamless, and effective transition for, students moving from kindergarten to school, early years to middle years, and primary school to secondary school. The school will continue to build on existing communication strategies to parents/carers and continue to engage them in their child's learning. The school will continue to attend to and emphasise the importance of student attendance levels.

## Wellbeing

Strong levels of student wellbeing are evident in data, with the 2012-2015 average scores for wellbeing on the Attitudes to School Survey higher than schools with similar background characteristics.

In the Student Attitude to School Statewide survey, years 5 and 6 students rate aspects of their student relationships such as: Classroom behaviour; connectedness to peers; and student safety, well above State averages.

In the Wellbeing category, year 5 and 6 students rate their level of distress at school as low and their student morale as very high, again, well above State average ratings.

The 2012 – 2015 four year average of Student Perception of Safety school survey result was higher than schools with similar background characteristics.

As was the case for the engagement outcome, observations and data obtained from school designed surveys, provided sound evidence of a safe, orderly and stimulating learning environment.

The high levels of student wellbeing can be attributed to the whole community working towards common goals in an environment which encourages co-operation and the sharing of responsibilities in the education process. The school promotes the all-round personal development and self-esteem of each student. A wide range of extra-curricular activities are also offered including music, camps and sport. A school environment and atmosphere where safety, caring attitudes, quality respectful relationships, consultative decision-making and high educational standards are encouraged.

The school will continue weekly sessions in building social and resilience skills through the Bounce Back Program (Dr Helen McGrath) and the implementation of the developmental approach to classroom behaviour (Associate Professor Ramon Lewis) and implementation of the School Council funded year 6 Leadership Program. The school will continue to provide a supportive and stimulating learning environment which fosters engagement in learning and develops students' social competencies, resilience and sense of wellbeing and a positive self-image.

## Productivity

The school's view of productivity performance continues to be positive in 2015. The success of the school over the last four years has been in some measure due to the effective allocation of resources. The school strategically allocated the resources available to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets. Of note was the improvement of the school front garden and the extension and upgrade of the Out of Hours Care facility so that use can be made of the space during school time too.

To continue to improve the school has identified the following specific strategies:

- Improve data collection storage and embed team analysis of student learning data and use of evidence as a means of monitoring and targeting the specific learning needs of all students.
- Continue to provide strong support for the culture of staff professional learning in order to build the capacity of all staff.
- Continue to allocate resources to ICT as the school moves towards increased use of mobile devices.
- Investigate ways to maximize expertise in the community and amongst parents in student learning.

For more detailed information regarding our school please visit our website at  
<http://www>

## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

### School Profile

#### Enrolment Profile

A total of 358 students were enrolled at this school in 2015, 180 female and 178 male. There were 5% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.







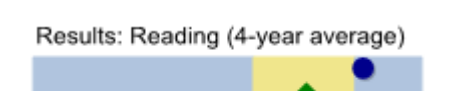







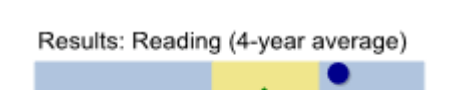
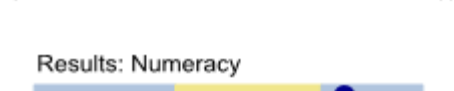





## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels:   
Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>50%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>55%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>70%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>61%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>48%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	50%	32%	Numeracy	16%	55%	30%	Writing	16%	70%	14%	Spelling	9%	61%	30%	Grammar and Punctuation	20%	48%	32%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	18%	50%	32%																							
Numeracy	16%	55%	30%																							
Writing	16%	70%	14%																							
Spelling	9%	61%	30%																							
Grammar and Punctuation	20%	48%	32%																							














## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	94 %	92 %	94 %	93 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	94 %	92 %	94 %	93 %										

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Higher</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Higher</p>

# How to read the Performance Summary

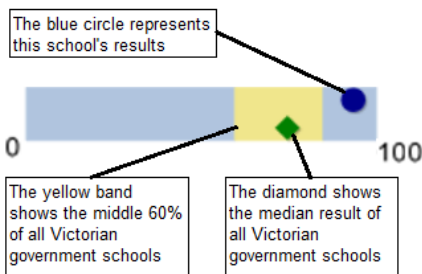
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

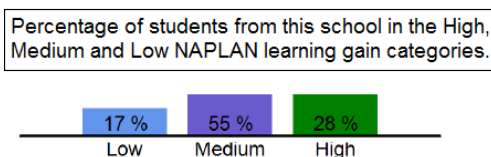
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

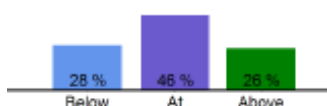


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,261,652	High Yield Investment Account	\$207,440
Government Provided DET Grants	\$393,038	Official Account	\$7,994
Government Grants Commonwealth	\$63,985	Other Accounts	\$63,668
Revenue Other	\$27,897	<b>Total Funds Available</b>	<b>\$279,102</b>
Locally Raised Funds	\$549,255		
<b>Total Operating Revenue</b>	<b>\$3,295,828</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$2,031,419	Operating Reserve	\$154,822
Books & Publications	\$34,646	Asset/Equipment Replacement < 12 months	\$3,000
Communication Costs	\$12,558	Maintenance - Buildings/Grounds incl SMS<12 months	\$72,016
Consumables	\$57,844	School Based Programs	\$14,946
Miscellaneous Expense	\$361,101	Maintenance -Buildings/Grounds incl SMS>12 months	\$34,318
Professional Development	\$15,313	<b>Total Financial Commitments</b>	<b>\$279,102</b>
Property and Equipment Services	\$522,510		
Salaries & Allowances	\$181,543		
Trading & Fundraising	\$92,384		
Travel & Subsistence	\$128		
Utilities	\$25,904		
<b>Total Operating Expenditure</b>	<b>\$3,335,350</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$39,523)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*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.*

### Financial performance and position commentary

Government provided DE&T Grants includes DEWR grants for Before and After Care program and also payments from Universities for pre-service teacher placements at our school. The Out of Hours facility extension was resourced through parent raised funds over a number of years. New shade sails were purchased for the playground equipment also from parent raised funds.