

# 2012 Annual Report to the School Community

Northcote Primary School  
School Number: 1401



#### **Northcote Primary School**

Our school is located in the inner northern suburb of Northcote. The school was first established in 1874 and retains the original Victorian and later Edwardian brick buildings. 301 students were enrolled in 2012 reflecting a continuous steady increase in enrolments over the past few years. The school's population has a diverse mix of nationalities and socio-economic backgrounds with the overall socio-economic profile rating in the high range. The school has a Student Family Occupation index of 0.21, which places the school just above the 80th percentile range.

Northcote Primary School draws families from Northcote and surrounding areas who value the school goals of: developing our children to be literate, numerate and curious; being part of a vibrant & engaged community of staff, family & friends; and educating students to lead meaningful and purposeful lives. Our School provides a supportive environment where learning is highly valued. 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. These values underpin a school environment and atmosphere where safety, caring attitudes, quality respectful relationships, consultative decision-making, and high educational standards are encouraged. 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 curriculum based on Government Curriculum Framework and guidelines with a focus on personalised learning. By identifying and focusing on the aptitude and interests of each individual student, the school provides a learning environment that ensures students have every opportunity to reach their potential.

The school uses consistent teaching approaches to cater for differing student needs. These approaches are informed by regular assessment of student learning and consist of a combination of targeted support programs; extension of highly abled students; direct instruction; inquiry learning and the use of information and communication technology routinely across the curriculum.

The learning spaces have been designed to promote flexibility and support the transformation of the teaching and learning practices in our school, to be far more suitable for today's teaching and learning needs. In recent times, the school has had a sharpened focus on supporting improvement and consistency in teaching practices throughout the school. The pedagogical focus is to provide an inclusive teaching and learning program, with the collaborative teaching approach to best meet the needs of all students. The school achieves this through the use of evidenced based (data driven) approaches and a strong focus on research based, best practice.

The main improvement focus is on numeracy and literacy, with all teachers implementing a consistent approach across the school. Targeted strategies in Numeracy have resulted in an improvement in student NAPLAN results in both years 3 and 5.

The school believes that its uniqueness lies fundamentally in its sense of community. Belonging to Northcote Primary School whether as a student, parent, family or staff member, means belonging to the Northcote Primary School community.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>The results in all areas of student learning continue to be very good.</p> <p>The teacher assessment data from VELs 2011 shows a high percentage of students in years Prep to 6 above the standards expected. This includes results in all subjects including English and Maths.</p> <p>Year 3 NAPLAN results for 2012 in Reading and Numeracy, and the 4-year average 2009-2012, are high and well above the State median. On school comparison measures, Year 3's performed at similar levels to other government schools taking into account background characteristics.</p> <p>Year 5 NAPLAN results for 2012 in Reading are high and in Numeracy, above the State median. The Year 5 NAPLAN 4-year average 2009-2012 results in Reading are well above State median and in Numeracy, above the State median.</p> <p>On school comparison measures, Year 5's performed at similar levels to other government schools taking into account background characteristics except for the Numeracy 4-year average 2009-2012 where results were lower. This result includes the low average result of the 2009 year 5's. This group was a very small cohort of students numbering 12 students.</p> <p>Teachers continue to work collaboratively to analyse student data to better inform teacher practice. We are focused on implementing successful and consistent teaching and learning approaches right across the school, to improve all student outcomes.</p>	<p>The average student absence rate in 2011 remained similar to 2010 results. Our school results in this area are lower than other government schools taking into account background characteristics. This means that the average student absence rate of the school has improved in comparison to other schools.</p> <p>Student absence results can be mostly attributed to students on extended family holidays. All students absent for extended periods of time have an absence learning plan so that they maintain key learning whilst away from school. Attendance levels are monitored and parents are aware of the importance of regular attendance.</p> <p>Student responses in the Student Attitudes to School Survey place us at a higher level on school comparison measures. This reflects the approach taken with the year 5 and 6 students.</p> <p>In- school transition programs play a valuable part and student responsibilities and leadership opportunities are available developmentally and incrementally.</p> <p>Our approach is to acknowledge, understand but challenge and support student's social and emotional growth. Expectations are high but students are supported to make progress and achieve at their learning level.</p> <p>The school creates an environment that values curiosity and encourages collaboration. Children are also encouraged to regularly reflect on their progress. Student feedback is regularly and actively sought on school programs.</p>	<p>The school implements three transition programs across the school to address the transitional needs of our students: Kinder to Prep (Ready, Set, Go!); Year 6 to Year 7; and an intra-transition program from Prep to Year 5.</p> <p>The intra-transition program supports students moving from one year level to the next and operates over a few weeks at the end of each year. Teachers plan and implement a positive program that focuses on inclusion and engagement.</p> <p>Our prep transition program 'Ready, Set, Go!' supports new prep students and their families to prepare for a positive start and seamless transition from Kinder to school life.</p> <p>The Year 6 buddy program links each prep child with a Year 6 buddy and continues to be a highly successful part of transition and leadership at both ends of the school.</p> <p>The school works closely with secondary schools, in particular our main feeder post primary school, Northcote High, to ensure Year 6 students experience orientation in a supportive and positive way. All three transition programs are well supported and endorsed by the school community.</p> <p>The school seeks regular feedback from students, parents and staff to review and continue to develop these highly successful programs so that each year, the programs are responsive to current group of children's needs.</p>

For more detailed information regarding our school please visit our website at

[www.northcoteps.vic.edu.au](http://www.northcoteps.vic.edu.au)

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>



# How this school compares to all Victorian government schools

**Key:**

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

## Student Learning

### 1. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

## Student Outcomes

### Results: English and Mathematics 2011



### Results: English and Mathematics 2008 - 2011 (4-year average)



### Results: All other subjects 2011



### Results: All other subjects 2008 - 2011 (4-year average)



## School Comparison



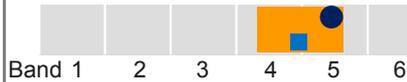
### 2. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

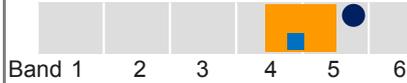
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

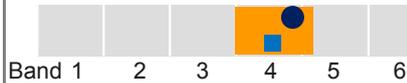
### Results: Reading 2012



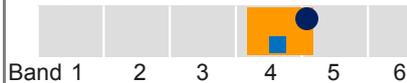
### Results: Reading 2009 - 2012 (4-year average)



### Results: Numeracy 2012



### Results: Numeracy 2009-2012 (4-year average)



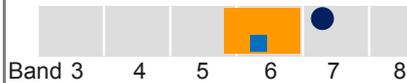
### 3. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

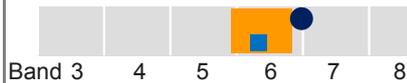
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

### Results: Reading 2012



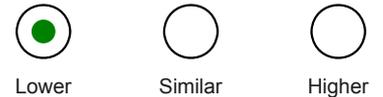
### Results: Reading 2009 - 2012 (4-year average)



### Results: Numeracy 2012



### Results: Numeracy 2009-2012 (4-year average)



## How this school compares to all Victorian government schools

### Key:

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Result for this school:  Median of all Victorian government schools: 

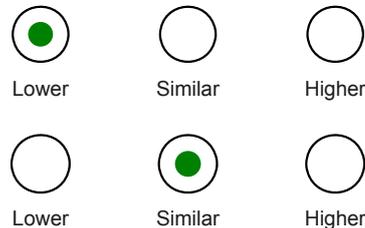
### Student Engagement and Wellbeing

#### 4. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.



### School Comparison

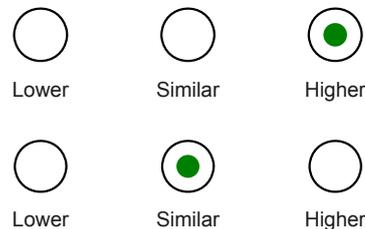


Average 2011 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93%	95%	91%	92%	93%	91%	90%

#### 5. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.



# How to read the Government School Performance Summary 2012

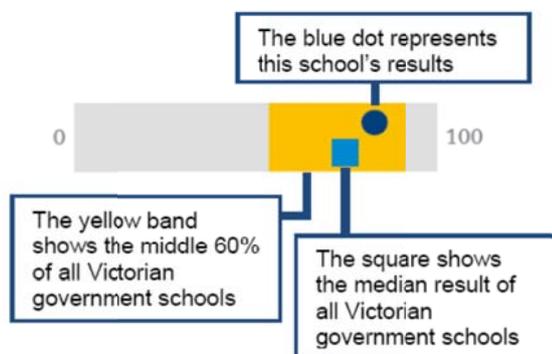
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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.



## 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 Indigenous 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: [www.education.vic.gov.au/aboutschool/schoolreports](http://www.education.vic.gov.au/aboutschool/schoolreports)

## 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 '*What our school is doing*' statement provides a summary of this school's improvement plan.

# Financial Performance and Position

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$345,926
Commonwealth Government Grants	\$26,471
State Government Grants	\$
Other	\$45,735
Locally Raised Funds	\$413,282
<b>Total Operating Revenue</b>	<b>\$831,414</b>

### Expenditure

Salaries and Allowances	\$224,126
Bank Charges	\$1,541
Consumables	\$59,181
Books and Publications	\$8,862
Communication Costs	\$9,974
Furniture and Equipment	\$88,860
Utilities	\$24,765
Property Services	\$79,455
Travel and Subsistence	\$
Motor Vehicle Expenses	\$
Administration	\$13,484
Health and Personal Development	\$1,345
Professional Development	\$11,437
Entertainment and Hospitality	\$3,735
Trading and Fundraising	\$35,633
Support / Service	\$147,432
Miscellaneous	\$96,289
<b>Total Operating Expenditure</b>	<b>\$806,119</b>

**Net Operating Surplus/-Deficit** **\$25,295**

**Capital Expenditure** **\$**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

## Financial Position as at 31st December, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$138,788
Official Account	\$864
Other Bank Accounts (listed individually)	
VT Mutual Bank	\$315,656
Library Fund	\$2,953
(insert)	\$
<b>Total Funds Available</b>	<b>\$458,261</b>

### Financial Commitments

	2012 Actual
School Operating Reserve	\$130,924
Assets or Equipment Replacement <12 months	\$11,407
Capital – Building/Grounds including SMS <12 months	\$
Maintenance – Building/Grounds including SMS <12 months	\$80,274
Beneficiary / Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$
School based programs	\$60,912
Region / Network / Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement >12 months	\$
Capital - Building / Grounds including SMS >12 months	\$
Maintenance - Building / Grounds including SMS >12 months	\$174,744
<b>Total Financial Commitments</b>	<b>\$458,261</b>

## Financial performance and position commentary

The small surplus was a result of higher student numbers than anticipated in the Northcote Out of Hours Program. School Council has committed these funds to the savings fund for the Northcote Out of School Hours Building program in order to cater for the expansion of the program within our current licence arrangement.