

**2014 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:

18<sup>th</sup> March, 2015

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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 2014.

## About Our School

### School Context

Northcote 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, staff and within the Northcote community.

The school purpose is: We help children become literate, numerate, curious and prepared for the future.

The core values of the school are: creativity, community and respect. 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.

Community at Northcote Primary School means: Welcoming students, staff, families and friends by promoting a sense of belonging and sharing in our school; and the value of respect is defined as: Accepting and valuing ourselves and others and demonstrating this in our behaviour.

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

Northcote Primary School is located in Northcote in the City of Darebin. The school enrolment for 2014 was 327 students and this is expected to increase in the future. We have an enthusiastic and professional, full time equivalent staff of 2 Principal class, 16 teachers, and 5.6 support staff.

The school has a high Student Family Occupation (SFO) index of 0.23, and the number of families with language backgrounds other than English is in the mid-high range.

We strive to build and maintain a community of learners – students, parents and staff – learning, working and sharing together. We recognise 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.

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.

We provide a comprehensive curriculum based on the AusVELS with specialist programs in the Arts, Physical Education, and Italian 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 encourage parents to lend a hand and to continue to get actively involved in Northcote Primary School.

### Achievement

The Northcote Primary School community has much to celebrate about its achievements during 2014. 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 2014 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.

2014 NAPLAN data reveal:

Year 3 NAPLAN results for 2014 in Reading and Numeracy have continued to improve from the 2013 results with Reading average score moving into Band 6 and Numeracy average score above Band 5.

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 and just on the outer edge of the middle 60% of Victorian Government schools.

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 2014 in Reading, are well above the State median, moving towards Band 8. In Numeracy, the results are also well above the State median and moving towards Band 7.

The Year 5 NAPLAN 4-year average 2011-2014 results in Reading are well above State median moving towards Band 8, and in Numeracy, above the State median, just on outside edge of Band 7.

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 2014 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.

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 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 2014 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% - 95% 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 2011-2014 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 2014 Student Perception of Safety school survey result was higher than the 4 year average.

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). 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 was very positive in 2014. 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.

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 staff professional learning 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.northcoteps.vic.edu.au>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 328 students were enrolled at this school in 2014, 162 female and 166 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



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

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</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>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></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 schools:   
Result for this school:  Median of all Victorian government schools: ◆

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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6%</td> <td>51%</td> <td>43%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>50%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>50%</td> <td>39%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>40%</td> <td>43%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>51%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	6%	51%	43%	Numeracy	21%	50%	29%	Writing	11%	50%	39%	Spelling	17%	40%	43%	Grammar and Punctuation	14%	51%	34%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 918"> <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>95 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	94 %	93 %	94 %	93 %	94 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	94 %	93 %	94 %	93 %	94 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes 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: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Higher</p> <p> Higher</p>

# How to read the Performance Summary

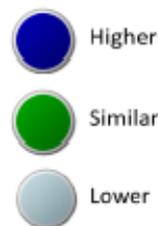
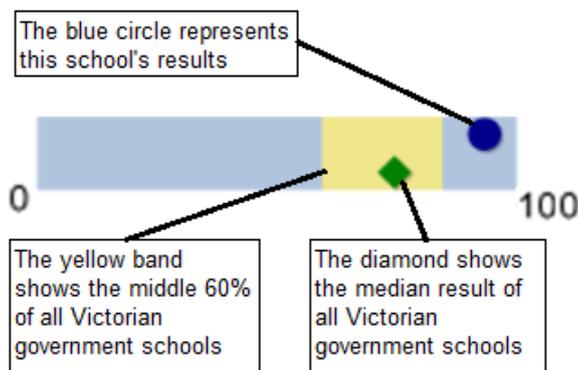
## What are student outcomes?

*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.



## 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.

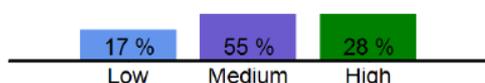
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. 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.

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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



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, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$1,980,626
Government Provided DE&T Grants	\$351,305
Government Grants Commonwealth	\$59,475
Revenue Other	\$19,991
Locally Raised Funds	\$432,537
<b>Total Operating Revenue</b>	<b>\$2,843,933</b>

Funds Available	Actual
High Yield Investment Account	\$200,488
Official Account	\$4,241
Other Accounts	\$343,147
<b>Total Funds Available</b>	<b>\$547,875</b>

Expenditure	
Student Resource Package	\$1,850,307
Books & Publications	\$12,532
Communication Costs	\$8,851
Consumables	\$47,741
Miscellaneous Expense	\$317,534
Professional Development	\$9,498
Property and Equipment Services	\$159,202
Salaries & Allowances	\$202,034
Trading & Fundraising	\$35,964
Travel & Subsistence	\$1,066
Utilities	\$27,052

Financial Commitments	
Operating Reserve	\$127,516
Asset/Equipment Replacement < 12 months	\$29,327
Maintenance - Buildings/Grounds incl SMS<12 months	\$92,662
School Based Programs	\$86,925
Maintenance -Buildings/Grounds incl SMS>12 months	\$211,444
<b>Total Financial Commitments</b>	<b>\$547,875</b>

**Total Operating Expenditure**      **\$2,671,782**

**Net Operating Surplus/-Deficit**      **\$172,152**

**Asset Acquisitions**      **\$12,714**

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.

### 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.