

# 2016 Annual Report to the School Community



School Name: Northcote Primary School

School Number: 1401



Name of School Principal:	Kerrie Williams
Name of School Council President:	Ian Taylor
Date of Endorsement:	29 <sup>th</sup> March, 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Northcote Primary School is located at the edge of inner city Melbourne, in the northern suburb of Northcote and was first established in 1874, high up on what is locally known as Ruckers Hill. The school buildings retain the original Victorian and later Edwardian heritage style of brick buildings.

Extensive internal 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 to contemporary collaborative teaching (teacher teaming). This approach capitalises on the collective strengths of teams of teachers to meet the needs of all students. In 2016, there were 374 students enrolled with four Mod 5 relocatable classrooms located on land adjacent to the school, accommodating our year 5/6s. 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.

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.

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. The overall socio-economic profile based on the Student Family Occupation and Education Index which takes into account parents' occupations and level of Education places the school in the 'high' range. The percentage of students with English as an Additional Language in 2016 was at 6% and the percentage of disadvantaged students was at 7%.

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.

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.

### Framework for Improving Student Outcomes (FISO)

Our school is part of the Curiosity and Powerful Learning project, using a framework of ten Theories of Action. Analysis of school performance data led to selection of FISO priorities of 'Excellence in teaching and learning with initiatives of 'Building practice excellence' and 'Curriculum planning and assessment'.

Building Teacher Practice recognizes the importance of working together to develop and strengthen evidenced based pedagogies (teaching and assessment approaches), continue building on a culture of collaboration and to enhance feedback to students and staff. Key improvement strategies were to develop:

- Teacher understanding and adopt the Curiosity and Powerful Learning Theories of Action framework in order to build precision in relevant teaching and learning.
- Teacher understanding, knowledge and skill in applying whole school teaching protocols (models of practice) and whole school learning protocols.

Curriculum Planning and Assessment sharpens teacher focus on curriculum planning that adjusts to suit individual student needs. With a strengthened use of student assessment data and feedback to evaluate impact on students' progress, the school monitored the impact of teaching and adjusted learning programs and interventions. Key improvement strategies were to:

- Develop an understanding and familiarization of the newly introduced Victorian Curriculum.
- Review and update whole school Assessment Schedule



## Achievement

Our school has achieved excellent results in both Teacher Judgments and NAPLAN data sets in 2016. Sustained improvement in student learning from existing high levels is evident over that period, along with high levels of student engagement and wellbeing. The teacher assessment data from the Victorian Curriculum 2016 demonstrates a very high percentage of students in years Prep to 6 working at or above the standards expected in both English and Mathematics. Teacher Judgment of students in years 3 and 5 in English and Mathematics is consistent with the levels reflected in NAPLAN.

### 2016 NAPLAN data reveal:

Year 3 Reading NAPLAN results for the percentage of students in the top 3 bands were at similar levels to other schools taking into account background characteristics. Results in the top 3 bands in Numeracy have continued to be strong and significantly above the median average score for all Victorian primary schools. In Numeracy, Year 3's performed at similar levels to other schools taking into account background characteristics.

Year 5 Reading NAPLAN results for the percentage of students in the top 3 bands were well above the State median in both 2016 and for the 4-year average from 2012-2016 and in fact were at higher levels than other schools taking into account background characteristics. In Numeracy, results for the percentage of students in the top 3 bands were also well above the State median for 2016 results and the 4-year average. The year 5's performed at similar levels in Numeracy compared to other schools taking into account student background characteristics.

Our school has much to celebrate about its achievements during 2016. Sustained improvement in student learning is evident along with consistent levels of student engagement and wellbeing. 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; Spelling; Grammar and Punctuation demonstrate that nearly all of the 2016 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 continued focus on Spelling the school had in 2016, directing considerable resources to teacher development and learning in this area. 97% of the students achieved either medium (64%) or high growth (33%) and only 3% with low growth compared to 17% in 2014. Writing has been identified as a focus for improvement in 2017 and beyond.

Data collection across the school in 2016 demonstrated that the Theories of Action 'Harness Learning Intentions, Narrative and Pace' was well embedded in teacher practice. Peer observation cycles provided teachers with valuable feedback as to where to focus improvement strategies. Teacher understanding, knowledge and skill in applying whole school Teaching Protocols with a focus on Assessment for Learning (Connecting feedback to data) also developed strongly in 2016.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

## Engagement

The average student absence rate in 2016 has continued to be on the lower side for the middle 60% of Victorian Government primary schools. 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 schools with similar background characteristics. Many families take extended overseas holidays during term time and this has an impact on the average days absent figures per full time student.



## Wellbeing

High levels of student wellbeing are evident in data, with the 2013-2016 average scores for 'Connectedness to School' on the Attitudes to School Survey similar than schools with similar background characteristics in 2016 and higher for the 4-year average results.

In the Student Attitude to School Statewide survey, years 5 and 6 students rate aspects of their 'Perceptions of Safety', well above State averages and similar than schools with similar background characteristics in 2016 and higher for the 4-year average results.

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, arts, camps and sport. A school environment and atmosphere where safety, caring attitudes, quality respectful relationships, consultative decision-making and high expectations are strongly promoted.

The school continues to build social and resilience skills through the Bounce Back Program (Dr Helen McGrath) and the newly introduced Resilience, Rights and Respectful Relationships at the year 5/6 level. Implementation of the developmental approach to classroom behaviour (Associate Professor Ramon Lewis) and the School Council funded year 6 Leadership Program support our students in the year 5/6 area to be challenged to develop in all areas. 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.

For more detailed information regarding our school please visit our website at  
[www.northcoteps.vic.edu.au](http://www.northcoteps.vic.edu.au)



## 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:

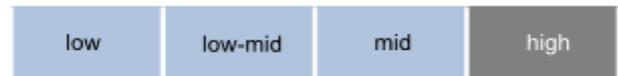
### School Profile

#### Enrolment Profile

A total of 374 students were enrolled at this school in 2016, 189 female and 185 male. There were 8% 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 and Education index which takes into account parents' occupations and Education.



#### 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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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 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><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>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><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> Higher</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;"> <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>14%</td> <td>49%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>47%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>58%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>3%</td> <td>64%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>8%</td> <td>50%</td> <td>42%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	49%	38%	Numeracy	13%	47%	39%	Writing	22%	58%	18%	Spelling	3%	64%	33%	Grammar and Punctuation	8%	50%	42%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	14%	49%	38%																							
Numeracy	13%	47%	39%																							
Writing	22%	58%	18%																							
Spelling	3%	64%	33%																							
Grammar and Punctuation	8%	50%	42%																							





## 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>

# How to read the Performance Summary

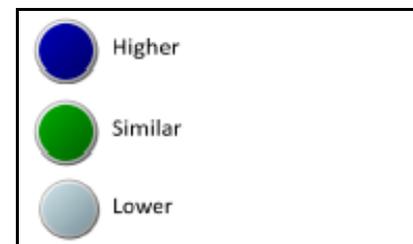
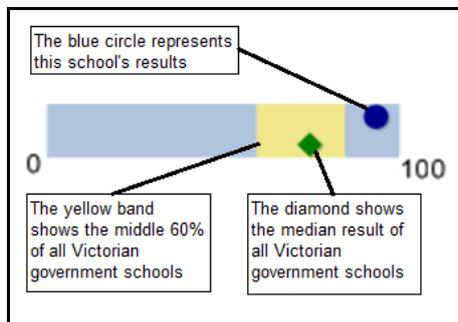
## What are student outcomes?

*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, P-12 and specialist schools, 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.

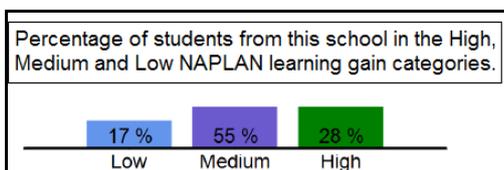
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## 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 and position commentary

Through careful management of government and parent raised funds, the financial position of the school in 2016, resulted in a surplus. The surplus includes funds already committed to various School Council approved projects such as : maintaining our aftercare facility located on separate site; replacement and upgrading of senior playground equipment; improvements to Arts facilities; and other pending maintenance works in the school. School Council approved additional parent fundraising initiatives in 2016, resulting in an increase in revenue in this area which will contribute to above mentioned projects.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,391,099	High Yield Investment Account	\$376,307
Government Provided DET Grants	\$558,072	Official Account	\$12,882
Government Grants Commonwealth	\$77,853	Other Accounts	\$2,270
Government Grants State	\$0	<b>Total Funds Available</b>	<b>\$391,459</b>
Revenue Other	\$34,817		
Locally Raised Funds	\$628,943		
<b>Total Operating Revenue</b>	<b>\$3,690,784</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$2,128,226	Operating Reserve	\$181,133
Books & Publications	\$817	Asset/Equipment Replacement < 12 months	\$3,000
Communication Costs	\$11,668	Maintenance - Buildings/Grounds incl SMS<12 months	\$84,754
Consumables	\$97,247	School Based Programs	\$39,725
Miscellaneous Expense	\$415,088	Maintenance -Buildings/Grounds incl SMS>12 months	\$82,848
Professional Development	\$18,204	<b>Total Financial Commitments</b>	<b>\$391,459</b>
Property and Equipment Services	\$259,915		
Salaries & Allowances	\$219,208		
Trading & Fundraising	\$138,065		
Utilities	\$24,105		
<b>Total Operating Expenditure</b>	<b>\$3,312,541</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$378,243</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 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.