

2017 Annual Report to the School Community



School Name: Northcote Primary School

School Number: 1401

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





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, on what is locally known as Rucker's Hill. The school buildings retain the original Victorian and later Edwardian heritage style of brick buildings.

With 376 students in 2017 located on both our main campus and adjacent campus, two Mod 5 relocatable classrooms housed our year 3/4 students and the school anticipates another relocatable will be required for 2018.

Northcote Primary School is a welcoming school community. Strong relationships are the hallmark of our school – among students, parents, and staff and within the Northcote community. The school core values of Creativity, Respect and Community are the cornerstone of every decision we make.

Northcote Primary School embraces a student-centered approach to develop literate, numerate and curious learners. Our approach supports each child's emotional, physical, social, cognitive and academic needs in a safe, engaging, challenging and positive learning environment.

Northcote Primary Schools teaching and learning approach is based on sound, researched pedagogical practices that support high quality teaching and learning and provide consistency across the school. We have high expectations for our students and staff.

A commitment to developing a Professional Learning Community, where all are responsible for the growth, well-being and development of all students is central to our practice. Learning from each other, learning from research, learning from students, learning from parents – this is how our school learns. This translates into evolving and high quality teacher practice and the best conditions for learning. Through refined use of data, feedback procedures and a dedication to collaborative teaching teams, it is how we provide the best way we can for every student in our school.

In 2017, the School Family and Education Index (SFOE) index was 0.1463. The state median SFOE was 0.4477.

A total of 22.6 Full Time Effective staff were employed at the school (19.7 teaching and 2.9 non-teaching). Student enrolments have steadily increased - from 358 in 2015 to 376 in 2017. The gender breakdown is girls 50% and boys 50%. The proportion of students with a Language Background Other Than English (LBOTE) is 22%.

The proportion of English as an Additional Language (EAL) students is 8%.

Framework for Improving Student Outcomes (FISO)

The FISO Improvement Priorities of **Excellence in teaching and learning: Curriculum planning and assessment** were selected after evaluation of school performance data and diagnosing areas that required attention. In 2017, the curriculum planning at NPS was reviewed and a self-assessment was conducted against the FISO Continua of Practice for School Improvement. NPS area of focus was to improve student achievement in Writing from Foundation to Year 6. Content mapping and appropriate content selection for student learning of the Writing area of Victorian Curriculum became a specific focus for improvement.

Teachers worked together in Professional Learning Communities, to develop the Whole School Writing Scope and Sequence documents based on the Victorian Curriculum. These documents have now been used to assist planning in Term 4 2017 and for 2018 planning. The documents were developed with the view of being "working documents," whereby planned evaluation of and modification was scheduled into future staff/PLC meetings.

Whole school writing moderation of student samples of work and achievement levels, also took place in Term 4 2017. The goal of this moderation was to further support the process of collaboration in teacher judgements both within and across teaching teams and enable increased teacher confidence and greater consistency when assessing student learning in Writing. It also provides an avenue for discussion about how to utilize assessment for and of learning.

It was noted whilst targeted work was carried out in Curriculum Planning and Assessment, Building Practice Excellence would become a by-strategy that would also support the school to achieve the nominated FISO priority.

Engaging teachers in contemporary high quality professional learning was considered the most successful way to improve teacher effectiveness in building teacher capacity in their understanding, knowledge and skill of applying evidenced based, agreed, consistent teaching practices of Writing. To this end and after consultation with other schools, 'The Seven Steps to Writing Success' was chosen as a professional learning program that would empower teachers to inspire students to improve their writing skills and to love writing.

As this was undertaken at the beginning of Semester 2 in 2017, the school did not expect to see an improvement in Student Achievement in Writing until 2018.

Achievement

Teacher Judgement

In 2017, the percentage of students in Years Prep-6 working at or above age expected standards in English and Mathematics was above the median for Victorian government primary schools and was similar on a school comparison basis (i.e. given the background characteristics of the students).

NAPLAN

Students in Years 3 and 5 sit the national NAPLAN tests on an annual basis. The mean school scores from 2014 to 2017 in Reading, Writing and Numeracy have usually matched those of similar Australian schools (i.e. schools with similar student populations). NPS mean scores have exceeded state-wide mean scores over the 2014-2017 period. The percentage of students in the top 3 bands of testing in NAPLAN Year 3 for NPS, matched those for similar primary schools. At year 5, the results for NPS exceeded those for similar primary schools.

NAPLAN Learning Gain from Year 3 (2015) and who were assessed again in Year 5 (2017) are very pleasing for Reading and Numeracy.

Relative Growth (Year 3-5, 2015-2017)

Relative Growth measures the gains obtained by NPS students compared with the gains obtained by 'similar' Victorian students (i.e. those students with the same starting score in Year 3).

In **Reading** (58 matched students), 23 students achieved a high relative gain (i.e. in the top 25%, cf Victorian students in the same year level who had the same score two years prior), 27 students achieved a medium relative gain (i.e. in the middle 50%, cf similar students) and 8 students achieved a low relative gain (i.e. in the bottom 25%, cf similar students). High Gain: 40%; Medium Gain: 47%; Low Gain: 14%.

In **Writing** (56 matched students), 16 students achieved a high relative gain, 29 students achieved a medium relative gain and 11 students achieved a low relative gain. High Gain: 29%; Medium Gain: 52%; Low Gain: 20%.

In **Numeracy** (57 matched students), 28 students achieved a high relative gain, 22 students achieved a medium relative gain and 7 students achieved a low relative gain. High Gain: 49%; Medium Gain: 39%; Low Gain: 12%.

Low Growth category – the school has made further analysis of the data of children deemed making low growth from their achievement scores from year 3 to year 5. The figures of low growth are a little inflated by some children receiving either 100% in both tests (year 3 and 5) or low number of errors (less than 4) in one or both tests. In other words, the test is unable to test these children at higher levels due to the limitations of the tests themselves. So it appears that in NAPLAN, the growth of some of these children are low when in fact this is not the case. Teacher judgement data is then used to measure relative growth and generally these children have made significant growth.

The 2015-2017 relative growth figures for NPS students in Reading, Writing and Numeracy were greater than those obtained by 'similar' Victorian students (i.e. those students with the same starting score in Year 3). Similar pleasing relative growth figures were obtained in previous years (i.e. 2014-2016, 2013-2015 and 2012-2014).

Engagement

The student absence rate (average number of student absence days) in 2017 was below the median for Victorian government primary schools and was similar on a school comparison basis. The student absence rate on a four-year average (2014 -2017) was also similar on a school comparison basis. The average attendance rate for classes was 93%. From 2014-2016, the average number of absence days for NPS students was 12 days compared with 12 days for similar primary schools. In 2017, the overall NPS percentage attendance rate was at 93% which is similar on a school comparison basis. Common reason for extended absences at NPS was for extended family holidays.



Wellbeing

In 2017, students in Years 4-6 participated in a newly-designed Student Attitudes to School Survey. The survey included questions relating to effective teaching practice, teacher-student relations, learner characteristics, social engagement, school safety and non-experience of bullying.

83% of students felt connected to the school (cf 82% state-wide). The responses from NPS students overall were very positive - the percent endorsement for almost all factors was greater than 80%. 'Student Voice and Agency' received a percent endorsement of 70% and 'Teacher Concern' received a percent endorsement of 73%. Overall, girls gave more positive responses than boys. The school's score for the 'School Connectedness' factor was at the median for Victorian government primary schools and was similar on a school comparison basis. The school's score for the 'Management of Bullying' factor was at the median for Victorian government primary schools and was similar on a school comparison basis.

The school sees student voice as important in building student motivation and engagement and is developing its policies and practices in this area. Student views are expressed through class meetings or formal channels such as the Junior School Council. Authentic opportunities for student voice is sought to enhance the quality of relationships and to inform teacher practice. Occasions for sharing and celebrating student and school achievements are regularly planned to build pride and connectedness through school assemblies, classroom presentations and newsletters. Students demonstrate a sense of enjoyment in learning and they regard their teachers positively. Teachers build relationships which are respectful and supportive fostering student voice, feedback and negotiation of roles and responsibilities.

In 2017, NPS continued to provide leadership opportunities for students via Junior School Council, Student Action Teams, Year 3/4 Playground Whole-School Survey - 'How to Improve Lunchtime Activities', Speeches for Sports Captains, Italian Day committee, Year 5 Buddy Letter Applications, Application for National Young Leaders Day, Philosothon applications, and 'Be the Change' whole school production.

In 2018, NPS will continue to investigate effective ways of incorporating student agency and voice as developmentally appropriate.

For more detailed information regarding our school please visit our website at
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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 376 students were enrolled at this school in 2017, 187 female and 189 male.</p> <p>8 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>NAPLAN Year 5</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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>14%</td> <td>47%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>12%</td> <td>39%</td> <td>49%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>52%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>59%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>47%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	47%	40%	Numeracy	12%	39%	49%	Writing	20%	52%	29%	Spelling	22%	59%	19%	Grammar and Punctuation	14%	47%	39%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	14%	47%	40%																							
Numeracy	12%	39%	49%																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

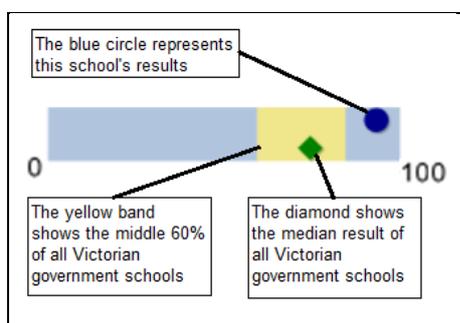
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

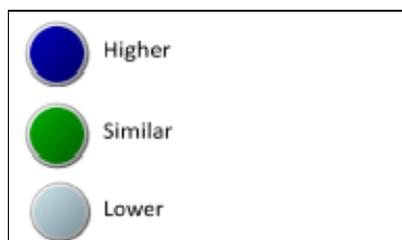


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,571,791	High Yield Investment Account	\$357,289
Government Provided DET Grants	\$515,075	Official Account	\$17,774
Government Grants Commonwealth	\$18,122	Other Accounts	\$4,669
Revenue Other	\$98,795	Total Funds Available	\$379,732
Locally Raised Funds	\$458,633		
Total Operating Revenue	\$3,662,416		
Equity¹			
Equity (Social Disadvantage)	\$13,156		
Equity Total	\$13,156		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,266,719	Operating Reserve	\$154,684
Books & Publications	\$4,218	Maintenance - Buildings/Grounds incl SMS<12 months	\$51,269
Communication Costs	\$13,094	Revenue Received in Advance	\$18,426
Consumables	\$80,673	School Based Programs	\$135,352
Miscellaneous Expense ³	\$385,051	Maintenance -Buildings/Grounds incl SMS>12 months	\$20,000
Professional Development	\$21,786	Total Financial Commitments	\$379,732
Property and Equipment Services	\$277,660		
Salaries & Allowances ⁴	\$225,122		
Trading & Fundraising	\$47,112		
Utilities	\$28,889		
Total Operating Expenditure	\$3,350,324		
Net Operating Surplus/-Deficit	\$312,092		
Asset Acquisitions	\$26,375		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.

The Equity Funding is used to contribute to other fund sources the school has, to provide additional targeted teacher support for years 1 – 4. The School Council manages the budget to ensure sufficient funds are available to support the School Strategic Plan. Surplus represents a nominal contingency amount and commitments to fund future priority projects.

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.