

**2013 Annual Report to
the School Community**

Northcote Primary School

School Number: 1401



Name of School Principal:

Kerrie Williams

Name of School Council President:

David Jacklin

Date of Endorsement:

26th March, 2014

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

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Northcote Primary School is located in the inner northern suburb of Northcote and was first established in 1874. It retains the original Victorian and later Edwardian brick buildings. There were 317 students enrolled for 2013 and this reflects an increase in enrolments from 2012. The school was organised into 14 home groups (classes) and 3 specialist areas.

Northcote Primary School is a community predominantly from the local Northcote and surrounding areas who value:

- Developing our children to be literate, numerate and curious, and part of a vibrant & engaged community of staff, family & friends.
- educating students to lead meaningful and purposeful lives;
- providing an environment where learning is highly valued;

Our community of students, staff, families and friends provide a supportive learning environment, engaging our children in lifelong learning.

The school purpose is: We are here to help children to become literate and numerate and prepare them for life.

The core values of the school are: creativity, respect and community. The value of creativity is defined by the school community as: Stimulating curiosity and exploration as well as providing opportunities for choice, discovery and creative self-expression. Respect means accepting and valuing ourselves and others and demonstrating this in our behaviour; and Community at Northcote Primary School means welcoming students, staff, families and friends by promoting a sense of belonging and sharing in our school. These values underpin a school environment and atmosphere where safety, caring attitudes, quality respectful relationships, consultative decision-making, and high educational standards are encouraged.

The school is diverse in population, with a mix of nationalities and socio-economic backgrounds. The proportion of students with English as a second language is in the mid-high range.

The recent refurbishments to the school, has provided the environment to transform the teaching and learning practices in our school, to be far more suitable for today's teaching and learning needs. The pedagogical focus is to provide an inclusive teaching and learning program, with consistent, collaborative teaching practices (teacher teaming), strongly focused on meeting the needs of all students and capitalising on the collective strengths of teams of teachers.

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 the AusVELS. Specialist programs are conducted for Visual and Performing Arts, Physical Education, and Italian. Added assistance is provided through Reading Discovery, Student Support Services (access to Speech Pathologist and Psychologist); Wannik Program, supporting indigenous students with Literacy and Numeracy. Some aspects of the Arts and Music program, the Instrumental Music Program, operate with external providers, during school hours.

ICT combining Windows and Apple platforms, laptops, PCs, iPads, digital cameras, the internet and intranet formed an integral part of the daily curriculum delivery and support with wireless connectivity.

The staff are an enthusiastic mix of experienced and newer teachers and support staff that are highly committed and enjoy being part of the vibrant community. This school has equivalent full time staff comprising: 2 Principal class; 16.2 full time equivalent teaching staff; and 2.3 education support staff.

The major improvement focus has been on Numeracy and Literacy. Targeted strategies in Numeracy, Writing, Spelling and Grammar and Punctuation have seen the overall student performance results improve considerably.

By focusing on the aptitude and interests of each individual student, the school provides a learning environment which ensures students have every opportunity to reach their potential.

Achievement	Engagement	Wellbeing
<p>The results in all areas of student learning have continued to be of a high standard.</p> <p>The teacher assessment data from AusVELS 2013 shows a very high percentage of students in years Prep to 6 above the standards expected. This incorporates results in all subjects including English and Maths.</p> <p>Year 3 NAPLAN results for 2013 in Reading and Numeracy have improved again from the 2012 results with Reading average score moving into Band 6 and Numeracy average score above Band 5,</p> <p>The NAPLAN Year 3, 4-year average results for Reading are well above the State median and 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.</p> <p>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 average score achieved results for 2013, in Reading are well above the State median, moving out of that scale towards Band 8. In Numeracy, the results are also well above the State median and moving towards Band 8.</p> <p>The Year 5 NAPLAN 4-year average 2010-2013 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 higher levels in Reading and similar level in Numeracy compared to other government schools taking into account background characteristics.</p> <p>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 2013 Year 5 student's growth (progress) results are either in the middle 50% (Medium) or in the top 25% (categorised as High). Very few students have not made sufficient progress from year 3 to year 5.</p>	<p>The average student absence rate in 2013 has continued to improve since 2011. Our school average attendance results are the similar to 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. The attendance rate remains relatively high right across the school in terms of absolute percentage, averaging in the 90% - 94% range from Prep to year 6.</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 through information and reminders in the school newsletter and class newsletters.</p> <p>Student responses in the Student Attitudes to School Survey for years 5 and 6, place us at a higher level on school comparison measures.</p> <p>In the Teaching and Learning category, students in years 5 & 6 rate aspects of learning such as learning confidence; school connectedness; stimulating learning; student motivation; teacher effectiveness; and teacher empathy very highly and all above State and Region averages.</p> <p>This reflects the teaching and learning program and approach taken with the year 5 and 6 students and across the school.</p> <p>The school focus is on creating a stimulating and secure learning environment that features high expectations, appropriate rigour and routine.</p> <p>Our approach is to acknowledge, validate and seek to understand students but also to 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 and beyond.</p> <p>The school creates an environment that values curiosity and encourages collaboration. Children are also</p>	<p>In the Student Attitude to School Statewide survey, years 5 and 6 survey, students rate aspects of their student relationships such as: Classroom behaviour; connectedness to peers; and student safety, well above State and Region averages.</p> <p>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 and Region average ratings.</p> <p>In- school transition programs play a valuable part and student responsibilities and leadership opportunities are available at a variety of levels, both developmentally and incrementally.</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, connectedness 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. Feedback we receive from new Prep parents into the school, demonstrates that it is pitched to cater for the range of children's and parent, experiential levels and that the practice in the following first year, bears out the values underpinning the prior year 'Ready, Set, Go!' experiences.</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</p>

<p>The school has focused on developing highly effective Professional Learning Teams that have shared goals for learning. This includes developing a culture of collaboration, research, and challenge.</p> <p>Evidence based, effective Numeracy, Writing and Spelling, teaching and learning strategies have been investigated, shared, implemented and reflected on, to deepen teacher understanding of what works to improve every child's learning in these areas. Instruction time is protected to privilege explicit teaching of literacy and numeracy.</p> <p>Systematic collection and analysis of assessment data, across the school, to inform teachers, where each student is at in their learning, where they need to go next, what to teach them next and how to get the student to the next level.</p> <p>Involving the children in explicit conversations around this process forms the basis for regular, individual student feedback for improvement. Students also know what their learning improvement goals are and how they are going towards it and how they will know if they are successful (Learning Intentions and Success Criteria).</p>	<p>encouraged to regularly reflect on their progress. Student feedback is regularly and actively sought on school programs.</p> <p>The school continues to support student engagement through the implementation of a consistent approach to behaviour management. This approach is aligned with the Department of Education and Early Childhood Development's Student Engagement Policy guidelines and regular student feedback.</p> <p>There is a positive approach to developmental management at the school, based on Ramon Lewis' approach that responds to individual needs. This contributes to an orderly and safe learning environment</p>	<p>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>
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For more detailed information regarding our school please visit our website at <http://www.northcoteps.vic.edu.au>

Performance Summary

Key: Range of results for the middle 80% 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"> <input type="checkbox"/> English <input type="checkbox"/> Mathematics <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>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</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>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>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>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> 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>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorized as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3%</td> <td>66%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>64%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>31%</td> <td>59%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>33%</td> <td>45%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>6%</td> <td>45%</td> <td>48%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	3%	66%	31%	Numeracy	9%	64%	27%	Writing	9%	31%	59%	Spelling	21%	33%	45%	Grammar and Punctuation	6%	45%	48%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	3%	66%	31%																							
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Writing	9%	31%	59%																							
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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>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary 2013

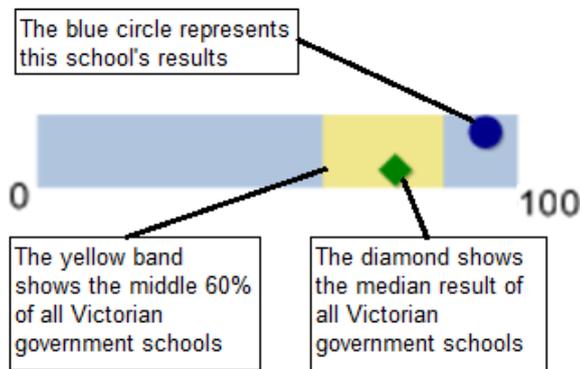
What are student outcomes?

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.

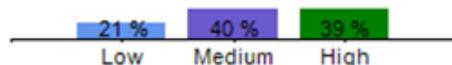
Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

Additionally, NAPLAN relative growth 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 growth 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 relative growth categories.



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 31st December, 2013		Financial Position as at 31st December, 2013	
Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$384,211	High Yield Investment Account	\$176,566
Government Grants Commonwealth	\$45,676	Official Account	\$7,370
Government Grants State	\$0	Other Accounts	\$332,019
Revenue Other	\$33,133	Total Funds Available	\$515,956
Locally Raised Funds	\$433,592		
Total Operating Revenue	\$896,612		
Expenditure		Financial Commitments	
Books & Publications	\$8,124	Operating Reserve	\$121,513
Communication Costs	\$9,924	Asset/Equipment Replacement < 12 months	\$29,255
Consumables	\$33,435	Maintenance - Buildings/Grounds incl SMS<12 months	\$76,243
Miscellaneous Expense	\$271,420	School Based Programs	\$87,371
Professional Development	\$10,658	Region/Network/Cluster Funds	\$2,847
Property Maintenance	\$236,913	Maintenance -Buildings/Grounds incl SMS>12 months	\$198,727
Salaries & Allowances	\$207,247	Total Financial Commitments	\$515,956
Trading & Fundraising	\$29,468		
Utilities	\$25,006		
Total Operating Expenditure	\$832,195		
Net Operating Surplus/-Deficit	\$64,418		
Asset Acquisitions	\$5,950		

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

The school's financial resources are aligned with school goals and priorities as outlined in the School Strategic Plan. The surplus was a result of the growth in the Out of School Hours Care Program. School Council has committed funds to a targeted savings fund for a building program that will cater for the expansion of the Out of School Hours program and align it within the National Childcare Framework regulations.