

# 2019 Annual Report to The School Community



School Name: Northcote Primary School (1401)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 18 April 2020 at 03:59 PM by Kerrie Williams (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 09 June 2020 at 07:00 PM by Julie borninkhof (School Council President)

## About Our School

### School context

Northcote Primary School is located in Melbourne's inner northern suburb of Northcote and was first established in 1874.

The school vision is: Collaborative learning in a community that cares.

The core values of the school are:

**Collaboration:** Students are encouraged to be their best selves through progressive learning and teaching practices that give them the foundations, curiosity and creativity to be life-long learners.

**Community-minded:** Welcoming students, staff, families and friends by promoting a sense of belonging and sharing in our school and wider community.

**Respect:** Accepting and valuing ourselves and others and fostering an atmosphere of inclusion, resilience and mutual respect.

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's purpose over the next four years as detailed in the 2019 – 2022 School Strategic Plan, is to ensure consistency and alignment of all aspects of school practices that result in sustained improvement in student learning and wellbeing.

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, Italian Language and additional Literacy support.

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.

Extra-curricular programs to support this are: Tri-Skills gymnastics; Camping program years 1 – 6; Chess Club; Foundation to year 4 after school sports program; Interschool sports; Bi-annual Performing Arts whole school productions; Philosothon; Buddy program pairing Foundation children with a year 6 Buddy; Year 6 Leadership program; comprehensive excursion programs; and Cultural Performances. The school also provides a before and after care and vacation care programs.

370 students were enrolled in the 2019 school year, 188 female and 182 male, and this is expected to increase to 390 in 2020. 6 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander. The school is organised into teams of composite classes except for the Foundation year. In 2019, there were 3 x Foundation classes, 4 x Year 1/2 classes, 5 x 3/4 classes and 4 x 5/6 classes. The school's overall socio-economic profile is based on the school's SFOE (Student, Family, Occupation and Education index which takes into account parents' occupations and education. The school's index rating is 0.1231 (State median SFOE is 0.4306) and the band value is rated as High. The trend for the index rating continues to decrease each year, meaning that SFOE will continue to trend high.

We have an enthusiastic and professional staff team and the school has a strong focus on teacher/staff development. The staffing profile is made up of 1 principal, 1 assistant principal, 1 acting learning specialist teacher, 23 teachers (20.2 EFT), 6 education support staff (3.9 EFT), and a business manager.

### Framework for Improving Student Outcomes (FISO)

In 2019, the school's Annual Implementation Plan (AIP) focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Positive Climate for Learning.

**Excellence in Teaching and Learning**

Teachers continued to update their knowledge of curriculum content and pedagogy. There was a continued focus on embedding the whole school reading and writing approaches and programs introduced in 2018 (Fountas & Pinnell and

Seven Steps to Successful Writing) with refresher PD provided to new and returning teachers. Teaching teams continued to learn together researching evidenced-based PD that focusses on selecting strategies that address different ways students think and learn. The priority focus for student achievement was English – Writing. To support implementation of this, an acting Learning Specialist (Literacy) was appointed. The Learning Specialist attended 'Leading Literacy' PD and introduced synthetic phonics approach to Foundation year. Positive gains in the School Staff Survey showed clear evidence that staff felt supported by the Professional Learning program in 2019. This showed positive changes in teacher practice and student learning outcomes.

**Positive Climate for Learning**

The school continues to recognise and celebrate diversity through its teaching and learning programs and celebrations. Teachers understand the impact of teacher-student relationships on engagement and wellbeing, and have regular, touch-points and positive conversations with every student. The building of positive relationships with students reinforce each student's self-worth and abilities.

**Achievement**

In 2019, the school continued work on its strategic plan goal of ensuring consistency and alignment of all aspects of school practices that result in sustained improvement in student learning and wellbeing. The school's target for 2019 to 'increase the proportion of students in NAPLAN Writing in the top two bands for both Years 3 and 5 were exceeded (Year 3 2016 = 65%, 2017 = 67%, 2018 = 50% 2019=75% & Year 5 2016 = 28%, 2017 = 30%, 2018 = 35% 2019=40%).

For English, the teacher judgments and NAPLAN data show that the results are high for our school and are consistent with, or above the results of similar schools. For Mathematics, teacher judgments show that our results are above those of similar schools. The NAPLAN results for Numeracy in both years 3 and 5 were above State Median results but slightly below the results of similar schools. On further analysis, data showed that in fact, many of our students in both cohort years, were achieving very high results, above similar schools. However, there were a small number of student results in each cohort, that were just below the lowest results of similar schools resulting in a broader range of achievement from lowest to highest at our school, consequently affecting the median result. High learning gains (NAPLAN Year 3 to Year 5 2017 - 2019) was reported in 2019 for Reading (33%), Writing (30%), Spelling (35%), Grammar and Punctuation (40%). Learning Gain for Numeracy was at 30% Low Gain, 55% Medium Gain and 15% High Gain. Overall, Student performance is consistent with or above, expected results given the family backgrounds of our students except for NAPLAN Numeracy in 2019 which was slightly lower than expected.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

**Engagement**

Teachers support students to understand and share in setting high expectations for them and outline the steps they need to take to get there. Analysis of student assessment data is used to inform student learning goals and students are challenged appropriately at their 'challenge level'. Teachers give students a choice of learning activities based on their learning goals and co-design opportunities for students to exercise authentic agency in their own learning. Individual student needs are identified by teachers and monitoring of learning growth includes student feedback to teachers. Two Primary Maths and Science Specialists were appointed (P-2 & 3-6) to drive student engagement and enhance teacher confidence in teaching science.

The school continued to use Compass to send SMS messages to parents, requesting them to notify the school of any absences and made phone calls after extended periods of absences. Parents choosing to take family holidays, longer than five days, applied to the principal and school work was provided.

On the Average Number of Student Absence Days data, Northcote Primary School results are above similar school comparison data.

**Wellbeing**

In 2019, the school continued to embed the implementation of its social and emotional learning (SEL) programs, including DET's Resilience, Rights & Respectful Relationships. A vertical teaching team with representatives across the school was developed to implement improvement strategies in student engagement and wellbeing. The team led

Professional Learning using Beyond Blue and Headspace resources to support teachers to increase their understanding of the indicators of potential mental health issues experienced by students including strategies to promote positive thinking and behaviour. School pride and student leadership was evident with the development of a year 5/6 student-led school pledge (focussing on saying no to bullying) and a student-led anti-bully campaign was rolled out as part of the National Day of Action against Bullying and Violence (March 2019). The implementation of IEP's for students who require additional support with social and emotional regulation provide a platform for parents and the school in work in partnership to support student growth. The school's implementation of the Project Rokit program provides students with the support and tools to be safe from cyber bullying and online violence. The Student Attitudes to School survey data in 2019 showed our school's results in the students Sense of Connectedness and the students' view of the school's Management of Bullying, are above similar school comparison data.

### **Financial performance and position**

Northcote Primary School continued to maintain a sound financial position throughout 2019. The 2019-2023 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Monies carried over is committed to support the completion of the current Capital Works Project and the Landscape Master Plan. This money has been raised locally by our hard working parent community. The expenditure of these locally raised funds are overseen by the School Council via the Finance sub-committee. All budgets income and expenditure are monitored closely and reported to School Council through the Finance sub-committee. The school received a small amount of Equity Funding which contributed towards the employment of a Learning Specialist and the Literacy Support program.

**For more detailed information regarding our school please visit our website at**  
<http://northcoteps.vic.edu.au>

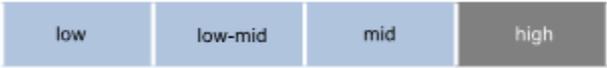
## Performance Summary

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: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 370 students were enrolled at this school in 2019, 188 female and 182 male.</p> <p>6 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></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

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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 Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Above </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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 <span style="color: lightblue; font-size: 2em;">●</span></p> <p>Below <span style="color: blue; font-size: 2em;">●</span></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>Above <span style="color: teal; font-size: 2em;">●</span></p> <p>Below <span style="color: blue; font-size: 2em;">●</span></p>

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■  
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Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>7%</td> <td>61%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>55%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>62%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>42%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>6%</td> <td>54%</td> <td>40%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	7%	61%	33%	Numeracy	30%	55%	15%	Writing	9%	62%	30%	Spelling	23%	42%	35%	Grammar and Punctuation	6%	54%	40%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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## Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</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</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>94 %</td> <td>93 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	95 %	93 %	94 %	92 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	95 %	93 %	94 %	92 %	93 %										

### 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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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>Above <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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>Above <span style="color: teal; font-size: 2em;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,807,563	High Yield Investment Account	\$677,520
Government Provided DET Grants	\$553,624	Official Account	\$43,083
Government Grants Commonwealth	\$12,514	Other Accounts	\$14,800
Government Grants State	\$447	<b>Total Funds Available</b>	<b>\$735,403</b>
Revenue Other	\$13,166		
Locally Raised Funds	\$561,803		
<b>Total Operating Revenue</b>	<b>\$3,949,117</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$11,688		
<b>Equity Total</b>	<b>\$11,688</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,616,719	Operating Reserve	\$148,233
Books & Publications	\$3,542	Other Recurrent Expenditure	\$2,566
Communication Costs	\$7,252	Funds Received in Advance	\$30,465
Consumables	\$70,016	School Based Programs	\$86,461
Miscellaneous Expense <sup>3</sup>	\$351,034	Asset/Equipment Replacement < 12 months	\$306,915
Professional Development	\$16,636	Capital - Buildings/Grounds < 12 months	\$160,763
Property and Equipment Services	\$208,472	<b>Total Financial Commitments</b>	<b>\$735,403</b>
Salaries & Allowances <sup>4</sup>	\$207,886		
Trading & Fundraising	\$61,856		
Utilities	\$39,006		
<b>Total Operating Expenditure</b>	<b>\$3,582,418</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$366,699</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 26 February 2020 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.

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.

# 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' 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').