

2013 Annual Report to the School Community

North Melbourne Primary School

School Number: 1402



Name of School Principal: Sally Karlovic

Name of School Council President: Finella Oakley

Date of Endorsement: March 26th 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.

School Photography by John Gollings

About Our School

North Melbourne Primary School is one of the few schools close to the CBD. It backs onto Flemington Road; the boundary between North Melbourne and Parkville. The Royal Children's, Women's and the Royal Melbourne Hospitals are located nearby. St Michael's Catholic Primary School, The University High School and The University of Melbourne are all within walking distance of the school. The school also has easy access to the facilities and spaces of Royal Park.

The school enrolments continue to grow, currently 550 students. It is necessary to enforce a 'Neighbourhood School's Policy,' whereby only those students in areas where North Melbourne PS is the closest government school, are eligible to be enrolled.

The student community reflects the cultural diversity of the surrounding neighbourhood, including North and West Melbourne, Parkville, the CBD and the Docklands. There are approximately 30 different nationalities represented. In February of each year the school conducts an International Dinner, providing the opportunity for families to come along, meet each other and enjoy a feast of foods from the various cultures.

The school has easy access to several local community resources, including the North Melbourne Library, Swimming Pool and 'The Huddle,' an educational and community facility embedded within the North Melbourne Football Club.

The Melbourne Graduate School of Education (The University of Melbourne) has enlisted the school as a base school for the School-University Partnership Model for teacher education.

The relationship with the Royal Children's Hospital continues to strengthen. The school enrolls siblings of children receiving treatment at the hospital, providing much needed support to families during a difficult time. The Royal Children's Hospital Education Institute and the school work together supporting students, programs and initiatives.

The Stephanie Alexander Kitchen Garden program provides students experiences in planting, harvesting and cooking healthy meals with much of the produce coming from our vegetable garden.

The school continues to develop and maintain teacher professional development and teaching and learning resources in all key learning strands and dimensions. Both Literacy and Numeracy coaches offer support and professional development for staff.

Achievement	Engagement	Wellbeing
<p><i>Data from the two main sources – Teacher Judgements against the Victorian Essential Learning Standards (VELS, now the AusVELS) and from the National Assessment Plan – Literacy and Numeracy (NAPLAN), shows that the school is maintaining and improving the levels of student achievement year on year. On almost all strands of Literacy and Numeracy, the school mean sits comfortably above the state mean. The NAPLAN 'matched cohort' growth mean indicates that NMPS is adding value to student learning between, Year 3 and Year 5, at a consistently greater rate than schools across Victoria generally.</i></p> <p>Quote: School Reviewer November 2013</p> <p>With the use of more effective assessment procedures and monitoring of data, teachers have altered their expectations with the realisation that students at the school are capable of achieving higher than previously expected results. In 2013 we engaged in a job-embedded professional learning model by enlisting the services of external consultants and appointing school based coaches. This provided opportunities for teachers to observe 'best practice teaching' in the context of their own classroom settings. By adopting a Professional Learning Team framework, leadership had a more active involvement in aligning the teaching and learning practices across the school. This reduced variation between classes and teams and provided a greater opportunity for personalised learning.</p>	<p>The evidence of the 2013 Attitudes to School survey and Parent Opinion survey show very clearly that students at NMPS are very happy and satisfied with their school, their teachers and their peers.</p> <p>Both the Wellbeing and Teaching and Learning variables on the student survey indicate outcomes which are consistently well above the region and the state. The most compelling evidence as to the engagement of students at NMPS were the observations by the 2013 School Reviewer in an unannounced tour of the school in November 'This (engagement) was particularly so in the 'Flex' building where Year 3 /4 students were working with enthusiasm on their learning in ways which was industrious and largely self-directed. This level of engagement was evident in other sections of the school too'.</p> <p>Attendance data, has changed very little and we are satisfied with the school culture in regard to attendance.</p> <p>With use of ICT, flexible learning spaces and an engaging curriculum, teachers have created more stimulating learning environments for their students. Staff develop essential agreements with their students so that a shared vision for a more effective and secure learning environment is created.</p> <p>North Melbourne PS has invested in infrastructure and technology to support 21st Century Learning. To support responsible usage of technology, Teachers, Students and Parents attended Cyber Safety information sessions.</p>	<p>In accessing the voices of students through the <i>Attitudes to School Survey</i>, all of the components related to teaching and learning were in the last quartile, almost reaching 100%.</p> <p>Students are positive about themselves as learners and are happy with their school, teachers and peers.</p> <p>High levels of resourcing create a stimulating learning environment which in turn produces highly engaged students and minimizes behaviour issues. Clear guidelines regarding values and expectations underpin consistent, whole-school approaches to student wellbeing.</p> <p>Additional programs such as the Stephanie Alexander Kitchen Garden Program and the school skateboard program cater to a range of student interests and needs.</p> <p>Wellbeing responsibilities are shared across the school and all staff are viewed as having a role in the culture of caring.</p> <p>Students have a voice through their active participation in Student Council. This is a forum allowing students to influence decisions that are made in the school. All stakeholders within the school community provide input, which ensures a collective efficacy in this area. The staff composed a school mission statement outlining the school's vision and ethos. This statement is present on all documents read by parents. The school also follows five school values: cooperation, safety, learning, respect and equality, which are on display in classrooms and regularly discussed with students.</p>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 552 students were enrolled at this school in 2013, 263 female and 289 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

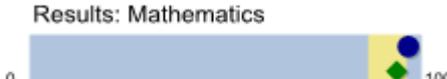
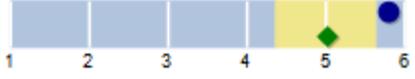
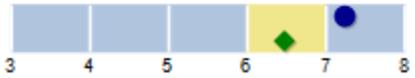
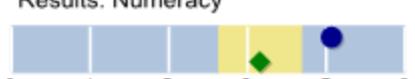
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English 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> Higher</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> Higher</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

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 categorised 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>15%</td> <td>50%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>46%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>50%</td> <td>37%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>56%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	50%	35%	Numeracy	16%	42%	42%	Writing	16%	46%	38%	Spelling	13%	50%	37%	Grammar and Punctuation	15%	56%	29%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 80% 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

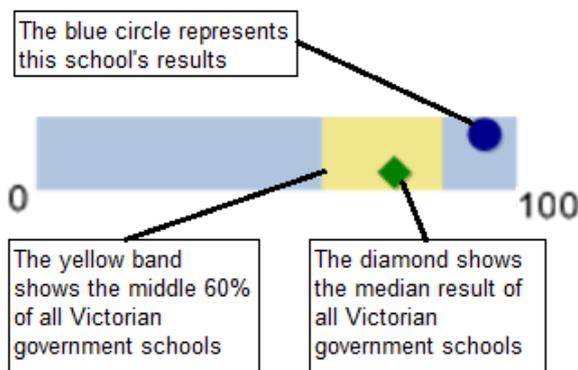
What are student outcomes?

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).

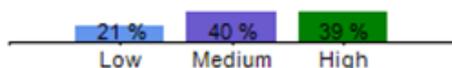
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



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 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>

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
Government Provided DE&T Grants	\$341,988
Government Grants Commonwealth	\$86,148
Government Grants State	\$1,000
Revenue Other	\$50,083
Locally Raised Funds	\$735,180
Total Operating Revenue	\$1,214,399

Funds Available	Actual
High Yield Investment Account	\$775,477
Official Account	\$85,475
Other Accounts	\$11,876
Total Funds Available	\$872,828

Expenditure	
Books & Publications	\$9,144
Communication Costs	\$14,175
Consumables	\$205,847
Miscellaneous Expense	\$346,066
Professional Development	\$23,422
Property Maintenance	\$384,906
Salaries & Allowances	\$300,615
Trading & Fundraising	\$28,104
Travel & Subsistence	\$2,213
Utilities	\$33,089
Total Operating Expenditure	\$1,347,580

Financial Commitments	
Operating Reserve	\$207,760
Asset/Equipment Replacement < 12 months	\$69,149
Maintenance - Buildings/Grounds incl SMS<12 months	\$80,066
Beneficiary/Memorial Accounts	\$8,805
Revenue Received in Advance	\$160,172
School Based Programs	\$113,888
Region/Network/Cluster Funds	\$65,302
Repayable to DEECD	\$57,315
Other recurrent expenditure	\$29,025
Asset/Equipment Replacement > 12 months	\$35,000
Capital - Buildings/Grounds incl SMS>12 months	\$46,346
Total Financial Commitments	\$872,828

Net Operating Surplus/-Deficit (\$133,181)

Asset Acquisitions \$15,765

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



Department of Education and
Early Childhood Development

North Melbourne Primary School