

**2015 Annual Report to
the School Community**

North Melbourne Primary School

School Number: 1402



Name of School Principal:

Sally Karlovic

Name of School Council President:

Jason Aspridis

Date of Endorsement:

April 2016

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 regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

For many years the growth in the number of school aged children in Victoria remained relatively stable. Within the suburbs of North and West Melbourne there were three primary schools but due to the policy of the state government in the 1990s the declining enrolments resulted in the decision to close two of the primary schools leaving only Errol Street - North Melbourne Primary School open. Until six years ago the numbers were relatively stable. The enrolments have rapidly increased due to the families moving back into the CBD and the development of apartments resulting in the City of Melbourne now being projected to be the seventh fastest growing municipality in Victoria for 5 to 19 year olds between 2016 and 2031.

Significant increases in enrolments provide us with added diversity, but as our footprint of land doesn't grow as enrolments increase it has also created some challenges with the management of spaces. The staff work collaboratively and share a common focus of student centred, Flexible learning approaches; which has necessitated the more flexible use of all spaces, playground and classrooms.

Achievement

New families to our school value the enriched curriculum programs we offer and the excellent growth our student's demonstrate. Our data indicates that the NAPLAN Year 3 to 5 Cohort Growth for Reading, Writing, Spelling, Language Conventions and Numeracy is significant.

The data shows three distinct things:

1. Our growth data has steadily improved over the years from 2011 to 2015.
2. Our growth data has been much higher than the rest of the state particularly in the last three years. This is converse to State and National trends where growth in the upper years tends to be less than the early years.
- 3 The greatest improvement has occurred in the last 3 cohorts of senior students who spent their last 3 years in flexible learning spaces.

Engagement

In 2015 we established a goal to Strengthen Community and System Engagement; we intended to do this by sharing progress and evidence around strengthening community relationships and clear communications regarding enrolment policy and practice, network wide. We identified that It was of utmost importance to ensure all stakeholders were on the same page and provided clear communication with kindergartens, early year's groups and the local community. The network enrolment processes were shared with all Network schools but this needs to be taken to the next level with protocols and collaborative leadership in 2016.

Wellbeing

Our student wellbeing data has indicated a steadily high trend of student satisfaction and understanding of the agreed school processes we use to engage students. NMPS students are active participants in their safe, secure and collaborative learning environment. The school captains have greater opportunities to enhance student voice because the Junior School Council is now more aligned to our school priorities and goals and due to the introduction of student led assemblies.

In 2015 NMPS employed a 0.4 student well-being coordinator and 0.2 private speech therapist.

Productivity

The NMPS listed outcomes and evidence validates the accomplishments achieved within this area of the school, establishing appropriate flexible learning spaces for better student learning outcomes.

We engaged the school community in a 'learning to learn' approach around flexible learning spaces. Our 2016 focus around the use of learning spaces will give families a better understanding of the possibility and show the benefits of student collaboration and impact of quality teacher skills. We have also made a commitment to the introduction of 'New Pedagogies for Deep Learning' and the professional learning opportunities that will be provided for staff.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 646 students were enrolled at this school in 2015, 311 female and 335 male. There were 22% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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



School Staff Survey

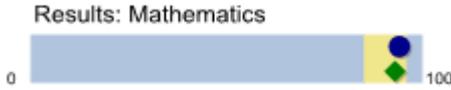
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



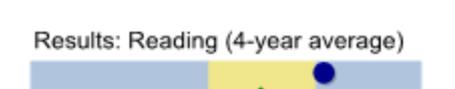
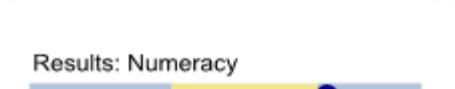
Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher 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> Higher</p> <p> Higher</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>41%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>40%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>34%</td> <td>56%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>49%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>6%</td> <td>44%</td> <td>50%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	41%	40%	Numeracy	17%	40%	43%	Writing	10%	34%	56%	Spelling	13%	49%	38%	Grammar and Punctuation	6%	44%	50%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1034 920"> <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>93 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	95 %	95 %	94 %	92 %	94 %	95 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	95 %	95 %	94 %	92 %	94 %	95 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary

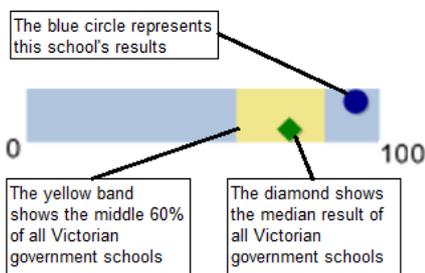
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary 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.

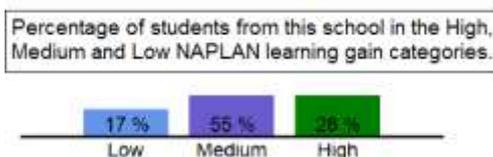
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

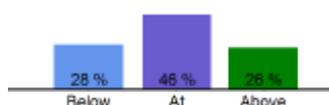


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

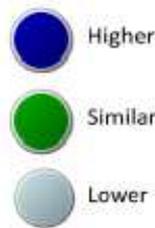


What is a School Comparison?

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 Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



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

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

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,135,163	High Yield Investment Account	\$781,601
Government Provided DET Grants	\$360,135	Official Account	\$116,381
Government Grants Commonwealth	\$143,619	Other Accounts	\$19,970
Revenue Other	\$90,775	Total Funds Available	\$917,952
Locally Raised Funds	\$879,476		
Total Operating Revenue	\$5,609,169		
Expenditure		Financial Commitments	
Student Resource Package	\$4,135,947	Operating Reserve	\$235,717
Books & Publications	\$13,467	Asset/Equipment Replacement < 12 months	\$19,284
Communication Costs	\$13,786	Maintenance - Buildings/Grounds incl SMS<12 months	\$172,493
Consumables	\$236,963	Beneficiary/Memorial Accounts	\$10,069
Miscellaneous Expense	\$416,594	Revenue Received in Advance	\$159,549
Professional Development	\$40,408	School Based Programs	\$262,105
Property and Equipment Services	\$468,337	Repayable to DET	\$761
Salaries & Allowances	\$309,914	Other recurrent expenditure	\$46,559
Trading & Fundraising	\$45,045	Capital - Buildings/Grounds incl SMS>12 months	\$11,415
Utilities	\$33,327	Total Financial Commitments	\$917,952
Total Operating Expenditure	\$5,713,786		
Net Operating Surplus/-Deficit	(\$104,617)		
Asset Acquisitions	\$18,267		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

Due to the significant, ongoing increases in student numbers our furniture & fittings, and IT budgets will continue to need additional funding and support.

Our OSHC program which is a school funded program is also encountering significant increases in budget expenditure due to staffing requirements in a vastly larger more complex program.

If more buildings are required the NMPS School Council has ensured adequate additional funding is available to adequately provide a quality fit out of furniture appropriate to meet the needs of our flexible, student centered learning pedagogy.