2017 Annual Report to the School Community

School Name: North Melbourne Primary School

School Number: 1402

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

The North Melbourne Primary School is two kilometres north-west of the Melbourne Central Business District. Its local government area is the City of Melbourne. The original school was established in 1874 and remains one of a few schools close to the city centre. The school faces on to local housing, and nearby are the Victoria Market, major hospitals, secondary and tertiary educational settings and an array of businesses.

Students are drawn from the north and west of the city from the suburbs of North Melbourne, West Melbourne, Parkville, Docklands and inner City of Melbourne. Student enrolment in 2017 was 764 students with school numbers increasing significantly from 611 students in 2014 to the present day. A recent announcement by the Victorian Government has signalled plans for a second campus for the school in North Melbourne.

Students are grouped in 34 year level class groups and are housed in a mix of older buildings and contemporary learning spaces. Students from Years 3 to 6 work in flexible learning spaces in the contemporary buildings and students Foundation to Year 2 are grouped in more traditional classrooms. The flexible spaces can be rearranged to provide large and small active and quiet spaces or zones and allow opportunity for innovative teaching and learning.

There are dedicated teaching spaces for specialist subjects including a gymnasium and the kitchen garden program. The kitchen garden program is run under the auspices of the Stephanie Alexander Kitchen Garden Foundation. The school provides specialist teaching in music, performing and visual arts, physical education and learning intervention and support.

Students are supported by 49 EFT teachers and 8 Eft support staff. The leadership profile in 2017 is a principal and three assistant principals and 2 leading teachers.

External spaces include a large synthetic turf play area, grassed and asphalt play spaces, playground equipment suited to different age groups and quiet shaded areas for seating and passive play.

Framework for Improving Student Outcomes (FISO)

As 2017 was our Review year we completed our self- evaluation and based on this, our recommendations for our next Strategic Plan and Annual Implementation Plan are to focus on the FISO priority area of 'Excellence in Teaching and Learning'

- o 'Curriculum Planning and Assessment'
- o 'Building Practice Excellence'

Areas we will explore for Key Improvement Strategies are listed below:

- Strengthen the PLC model across the school, with a focus on effective PLTs.
- Continue to develop the GVC for Literacy (Reading, Writing and Speaking and Listening).
- Explore the Writing Workshop to improve student learning outcomes in the area of Writing.
- Continue to achieve student growth of at least 1.0 progression point, per year level in all areas of Literacy and Numeracy.
- Improve results in the Parent Opinion Survey in the areas of School Climate, Student Behaviour and Student Engagement, through communication and building community relationships.

Achievement

The school worked towards achieving the student achievement goals. These were to ensure annual learning growth of every student in literacy and numeracy was at least 12 months and for students to demonstrate significant, measurable growth across all learning domains.

The five strategic plan targets for student achievement were aligned with outcomes in NAPLAN and AusVELS teacher judgments. The first target for at least 1.0 progression point growth in all AusVELS dimensions of literacy and numeracy was achieved, as was the target for students to achieve at least 12 months growth each year. The target to achieve alignment between teacher judgments and NAPLAN at Years 3 and 5 in reading, writing and numeracy over 2015-2017 was not achieved as writing was not within a 0.5 difference in scores.

In the targets aligned with NAPLAN, the target for the percentage of students achieving high growth to be at or more than 40% in each dimension across the period of 2014-2017 was not achieved overall although numeracy at 39.6% was very close. The target for the percentage of students achieving low growth in each area to be at or less than 10% in each dimension across the period of 2014-2017 was not achieved.

Engagement

The school sought to enhance student engagement by developing student capacity to monitor, evaluate and guide their own learning. There were two targets set. These related to the Students Attitude to School Survey and the Parent Opinion Survey variable scores over the strategic plan period. The first to maintain scores for the student survey teaching and learning variables at or above state and regional means was not achieved. Scores for each variable were below state and region scores. The second target to improve scores in the parent survey to be equivalent to or above the state in the variables of student safety, classroom behaviour and student motivation was achieved.

Wellbeing

Whole school wellbeing framework:

• We audited the current wellbeing practices and developed a whole school wellbeing framework with agreed practices

Student induction and support:

• We developed whole school protocols and practices to support the transition of students, particularly students who arrive throughout the school year

Student absences and lateness:

• We reviewed structures in place to identify, monitor and follow up unexplained absences and students with frequent absences and extended absences

• We identified students who were frequently late to school and worked with families to find ways to support students to be at school on time.

For more detailed information regarding our school please visit our website at
www.northmelbourneps.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

Enrolment Profile

A total of 764 students were enrolled at this school in 2017, 367 female and 397 male.

33 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Higher Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Similar ● Similar ● Similar ● Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Higher ● Higher ● Higher ● Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 13 % / 49 % / 39 % Low / Medium / High **Numeracy** 16 % / 41 % / 43 % Low / Medium / High **Writing** 22 % / 52 % / 26 % Low / Medium / High **Spelling** 21 % / 53 % / 26 % Low / Medium / High **Grammar and Punctuation** 13 % / 54 % / 34 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2017 attendance rate by year level:

Results: 2017

0 ——— 50

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

0 ——— 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91 %	91 %	91 %	92 %	93 %	91 %	92 %

School Comparison

○ Lower

● Similar

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017	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)
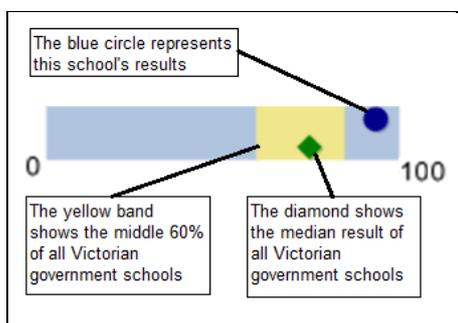
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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.
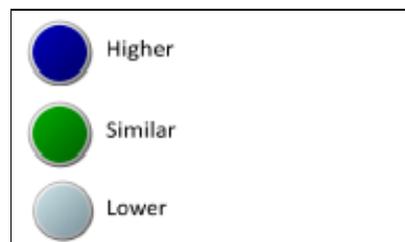
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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

Revenue	Actual
Student Resource Package	$5,093,461
Government Provided DET Grants	$643,473
Government Grants Commonwealth	$328,426
Revenue Other	$48,525
Locally Raised Funds	$1,094,522
Total Operating Revenue	**$7,208,406**

Equity[1]	
Equity (Social Disadvantage)	$31,694
Equity Total	**$31,694**

Expenditure	
Student Resource Package[2]	$4,844,824
Books & Publications	$20,850
Communication Costs	$49,245
Consumables	$235,659
Miscellaneous Expense[3]	$494,201
Professional Development	$72,613
Property and Equipment Services	$441,786
Salaries & Allowances[4]	$614,610
Trading & Fundraising	$27,256
Travel & Subsistence	$756
Utilities	$34,431

Total Operating Expenditure	**$6,836,230**
Net Operating Surplus/-Deficit	**$372,177**
Asset Acquisitions	**$56,633**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$48,392
Official Account	$413,952
Other Accounts	$524,002
Total Funds Available	**$986,347**

Financial Commitments	
Operating Reserve	$317,492
Maintenance - Buildings/Grounds incl SMS<12 months	$150,000
Beneficiary/Memorial Accounts	$24,002
Revenue Receipted in Advance	$397,000
School Based Programs	$16,059
School/Network/Cluster Coordination	$9,795
Asset/Equipment Replacement > 12 months	$40,000
Capital - Buildings/Grounds incl SMS>12 months	$32,000
Total Financial Commitments	**$986,347**

(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 annual result was a surplus due to the numbers of students exceeding the Principal Projections. Usually some students who are enrolled fail to commence however in 2017 they all attended plus additional enrolments caused by the completion of apartments within our designated neighbourhood area. Staff were supported by staff who have returned form Family leave in a part-time capacity which allows for additional classroom support across the school.

• Student Resource Package Expenditure figures are as of 06 March 2017 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.