

2019 Annual Report to The School Community



School Name: North Melbourne Primary School (1402)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 13 March 2020 at 01:06 PM by Sally Karlovic (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 24 April 2020 at 12:52 PM by Pam NEWTON (School Council President)

About Our School

School context

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, The Women's and The Royal Melbourne Hospitals are located nearby.

St Michaels 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 space of Royal Park.

The student community of 850+ students reflects the cultural diversity of the surrounding neighbourhood, including North and West Melbourne, Parkville, the CBD and the Docklands. There are approximately 45 different nationalities represented.

The original building dates back to 1874. It consists of classrooms and an Arts wing, including both Visual and Performing Arts rooms. The school promotes the use of flexible learning spaces, known as The Flex, The Hive, The Comm. and the Clouds.

The school has a dynamic leadership team consisting of a Principal; two Assistant Principals; Excellence, Literacy and Numeracy Learning Specialists and two Leading Teachers. This model provides stability and structure.

The school is divided into eight Professional Learning Teams, seven of them teaching from Prep to Year 6; each team working collaboratively to provide a curriculum that is based on a solid foundation of literacy and numeracy. The Specialist Team delivers comprehensive specialist programs in Visual and Performing Arts (Music and Drama), Physical Education and LOTE – Italian and AUSLAN.

The teaching teams represent a balance of experienced and beginning teachers to ensure the new teachers are mentored at the beginning of their careers. Teachers plan in their Professional Learning Teams to deliver a balanced curriculum.

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

The North Melbourne Primary School philosophy is underpinned by the following beliefs and practices:

- All children can learn
- Learning outcomes will be maximised when children feel safe, connected and engaged at school
- Students are encouraged to be active and self-directed in their learning
- Our school values are reflected within all we do

We value being Responsible; Inclusive; Sagacious; and Ethical

Mission: Guaranteed extraordinary learning opportunities for students, providing a rich curriculum and evidence-based practices of teaching.

Vision: Students will contribute positively to their local, national and global communities.

Framework for Improving Student Outcomes (FISO)

In 2019, the FISO improvement initiatives included building practice excellence, curriculum planning and assessment and intellectual engagement and self-awareness. Key improvement strategies focused around our school goal: To improve the Literacy outcomes of every student.

A strong focus was on building the capacity of PLT Facilitators and teachers to support data analysis within PLTs. Actions to support achievement of this key improvement strategy include incorporating a three-week planning cycle for the core subjects of Reading, Writing and Mathematics. Learning Specialists are released to attend PLTs, to support teachers with data analysis and planning. Student data is tracked on school based central assessment sheets and SPA. Staff Opinion Survey data indicates 97% positive responses for 'Collective Focus on Student Learning' and 99% positive responses for 'Collective Responsibility'. PLT Facilitators attended internal professional learning sessions fortnightly focusing on facilitating teacher teams and authentic PLTs.

Our Guaranteed and Viable Curriculum for Writing was created in 2019, with identified essential learnings at each year level to guide teaching and learning in writing. The GVC is aligned with the Victorian Curriculum and with current research around the traits of writing. Staff survey data indicates 93% positive responses for Guaranteed and Viable Curriculum.

Building the professional capabilities of our teachers in order to provide a stimulating and engaging learning environment for all our students, was also a focus in 2019. From that focus, we saw an increase in endorsement in Teaching and Learning – Practice Improvement and the Student Attitude to School Survey data indicates 75% of positive responses for ‘Stimulating Learning’.

Achievement

North Melbourne Primary School is considered a high performing school as evidenced by our Victorian Curriculum Teacher Judgement and NAPLAN data. Literacy and Numeracy Learning Specialists support teachers in Professional Learning Teams to analyse and interpret student data to inform teaching practices.

In 2019, a strong emphasis was placed on improving student data in Writing. To support this target, the school engaged an Educational Consultant and provided staff with professional learning on the Writer’s Workshop. Equity money was targeted towards our EAL students, offering extra support in the form of intensive oral language and literacy skills.

Teacher judgement data demonstrates a high percentage of students working above the Victorian Curriculum expected levels in Writing which is higher than the State results and comparable to the Network. These results are similar for Reading, Speaking and Listening and all Mathematic strands where we are tracking above the State scores.

NAPLAN data complements these results with the percentage of students performing in the Top 2 Bands in both Year 3 & Year 5 higher than the state in all learning areas.

Our Relative High Growth exceeds similar schools, our network and the state in Reading, Writing, Spelling and Numeracy.

To maintain the momentum and remain focused on the School Strategic Plan in 2020 we will continue to consolidate the work we have undertaken in 2018-2019 in Literacy. We aim to maintain the level of student achievement and performance across all learning areas.

Engagement

North Melbourne Primary School is committed to providing stimulating learning environments for all students. Teachers and students are engaged in their learning in a range of spaces across the school including flexible learning spaces and team-teaching environments which promotes collective responsibility for cohorts.

Protected weekly PLT time fosters cohort ownership among teams and allows teaching teams to plan collaboratively based on student data. Teachers have had opportunities to develop their teaching practice through a range of professional learning opportunities, including observation and modelling with learning specialists. At NMPS, we incorporate instructional practices from the New Art and Science of Teaching and High Impact Teaching Strategies which ensures student engagement.

To further develop student voice and agency in 2020, we will continue to focus on developing students’ capabilities as global citizens, ensuring we are facilitating connections to our local community.

The absence data is lower than similar schools, our network and the state for students that had 20 or more absent days in 2019. We have structures in place to identify, monitor and follow up unexplained absences, and therefore we

were able to identify students who were frequently absent and late to school to find ways to support students and families.

Wellbeing

As the student numbers grow, our commitment to creating a safe and engaging environment for all students has been enhanced by the increased staffing of our wellbeing team. The wellbeing team responds to all parent and staff concerns in a timely manner. We use an effectively communicated procedural response to concerns raised. Families are referred to outside agencies when this response is required. Small group support sessions for students with behavioural challenges are implemented to assist with student engagement and wellbeing. The PSD program application process is followed and staff are supported with DHHS notifications.

All staff attended a professional learning day with highly regarded behaviourist – Bill Rogers. Following the day, a school wide response to behaviours was developed and endorsed by the school community.

The wellbeing team also developed a communication forum with local kindergartens and early years staff to ensure Kinder – prep transition was positive. The year 6 team continue to liaise with secondary schools and implement the well-received High School Practise program and met with secondary schools to support transitions.

Child Safe standards and Respectful Relationships programs have been implemented effectively and understood by the whole school community.

Financial performance and position

The annual result was a surplus due to careful monitoring of the SRP. Salaries and staffing appointments are managed effectively by the school leadership to ensure school programs are staffed with the best candidates for the positions.

The surplus allows us to ensure funding is allocated to programs in an ongoing capacity to meet the differentiated needs of the students in our school. For example PSD funded students often require a significantly greater amount of support than the funding allows; our surplus ensures students requiring additional assistance receive this support. The surplus also allows us to provide significant 'professional learning opportunities' for staff at our school; and as these are cost prohibitive for many schools we invite representatives from other schools to attend for free.

A significant amount of local funds were used to create a staff learning space and move the reception; these works were refurbishments to spaces and have provided much needed professional learning community spaces. The school applied for a 'Local community Grant' through our local Greens member and received \$10 000 to re-establish planning in our north west/Flemington rd. area. We also received a wonderful bequest from an ex-student who provided us with \$18 000 for the library. This funding will be 'tagged' to specific texts. This year was not a significant fund-raising year, however successful community events raised additional funds for our SAKGP.




For more detailed information regarding our school please visit our website at
<https://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.














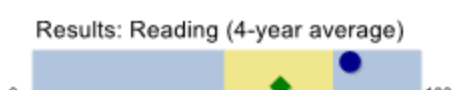




Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 820 students were enrolled at this school in 2019, 380 female and 440 male.</p> <p>43 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Below ●</p> <p>Below ●</p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </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>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>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 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>18%</td> <td>47%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>32%</td> <td>58%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>38%</td> <td>45%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>50%</td> <td>39%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>50%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	47%	35%	Numeracy	11%	32%	58%	Writing	18%	38%	45%	Spelling	12%	50%	39%	Grammar and Punctuation	22%	50%	29%	<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>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</p> <p>Similar School Comparison 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>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</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>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	92 %	92 %	92 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	92 %	92 %	92 %	92 %										

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above	● Similar ● Below
Wellbeing	Student Outcomes	Similar School Comparison	
<p>Students Attitudes to School - Sense of Connectedness</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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>	
<p>Students Attitudes to School - Management of Bullying</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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,979,620	High Yield Investment Account	\$883,566
Government Provided DET Grants	\$573,178	Official Account	\$335,872
Government Grants Commonwealth	\$494,692	Other Accounts	\$24,036
Government Grants State	\$365	Total Funds Available	\$1,243,474
Revenue Other	\$49,492		
Locally Raised Funds	\$1,181,222		
Total Operating Revenue	\$8,278,569		
Equity¹			
Equity (Social Disadvantage)	\$37,803		
Equity Total	\$37,803		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,794,839	Operating Reserve	\$345,880
Books & Publications	\$25,587	Other Recurrent Expenditure	\$74,684
Communication Costs	\$21,829	Provision Accounts	\$20,000
Consumables	\$177,049	Funds Received in Advance	\$199,828
Miscellaneous Expense ³	\$639,980	School Based Programs	\$100,000
Professional Development	\$66,971	Beneficiary/Memorial Accounts	\$108,561
Property and Equipment Services	\$423,045	Funds for Committees/Shared Arrangements	\$50,000
Salaries & Allowances ⁴	\$771,645	Asset/Equipment Replacement < 12 months	\$50,000
Trading & Fundraising	\$50,198	Capital - Buildings/Grounds < 12 months	\$16,000
Travel & Subsistence	\$1,453	Capital - Buildings/Grounds > 12 months	\$75,000
Utilities	\$46,457	Maintenance - Buildings/Grounds > 12 months	\$150,000
Total Operating Expenditure	\$8,019,053	Total Financial Commitments	\$1,189,953
Net Operating Surplus/-Deficit	\$259,516		
Asset Acquisitions	\$76,655		

(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)

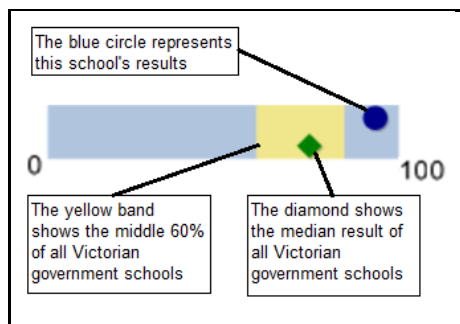
Engagement

- 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).

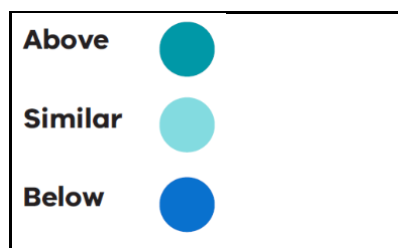


What does *School Comparison* refer to?

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').