

2017 Annual Report to the School Community



School Name: Norris Bank Primary School

School Number: 3618

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

Norris Bank Primary School on the corner of Settlement Road and Greenhills Road, Bundoora is situated 1.8km from Bundoora Square Shopping Centre and has taught the children of Bundoora for well over 100years. It sits in well established, spacious playgrounds and garden areas with an expansive view of Mt Cooper. With a student population of 132 students and 12 fulltime staff. 1 principal class, 11 teachers and 6 ES staff. Norris Bank offers students and families an opportunity to reach their personal best in a caring and stimulating school environment. Norris Bank has very high academic and social expectations for all our students and is on a journey to deeply develop a rich professional development culture for all staff. In 2017 Norris Bank continued to build on its rich history of inclusion and diversity. With a change in leadership mid- 2017, the focus on an inclusive, child centred, school where student wellbeing is paramount continues to be at the forefront. With the successful application of an Inclusive Schools Grant, Norris Bank Primary has been able to create an amazing, inclusive garden space for all students to access and play in every day. This garden inspires imagination, creativity and scientific exploration. Our vision for 2018 and beyond is to develop caring, problem solving students who are both challenged and supported to achieve the knowledge and skills necessary to become successful, creative and confident learners.

Framework for Improving Student Outcomes (FISO)

As a school that is transitioning both in terms of leadership and pedagogical awareness, Norris Bank's strength have historically been in Building Communities, Inclusion and Strategic Resource Management. The FISO Framework in which we operate includes Building Practice Excellence and Setting Expectations and Inclusion. Our 2017 Annual Implementation Plan focused on the continued development of improved Numeracy outcomes and value adding between Year 3 and year 5. And for all students to be highly connected to school, confident, motivated and engaged in their learning.

Achievement

In 2017 Norris Bank Primary school had a strong focus on Numeracy development. Involvement in the Bastow "Leading Numeracy" initiative in 2017 resulted in Professional Development for all staff in relation to understanding student's attitudes towards learning mathematics and how they see themselves as mathematicians. Student shadowing in maths lessons ensued and teachers gained new insights into students' thinking. The 2017 NAPLAN results in Numeracy saw a significant increase in the percentage of students with high or medium gains (in Year 3 to 5) and a decrease in the percentage of students in the bottom 2 bands in Year 5. In reading, the school maintained the percentage of students with high to medium gains between Years 3 to 5 but saw an increase in the percentage of students operating in the bottom 2 bands during 2017.

Engagement

Attendance rates in 2017 continued to be quite low for a number of students as in previous years. The school continues to enhance engagement through engaging, open-ended problem solving tasks, school leadership programs and student voice. By the end of 2017, the school continued to monitor and increase community understanding and responsibility in regards to student attendance. Processes were put in place where parents/caregivers are called on the day of student absence, followed by written notification followed up by Principal contact if absenteeism is concurrent and without explanation. Parents/ caregivers also have the option of submitting absenteeism information directly onto our school's portable device application. Raising community awareness on the impact of high absenteeism and the expectations of both the school and DET continues through the school newsletter, principal reports to School Council and community as well as whole school Assemblies.



Wellbeing

Norris Bank Primary School saw a significant increase in the percentage of students who were in agreement that they were indeed coming into and learning in a stimulating learning environment and a safe and orderly school in Years 5 -6. However there was a slight decrease in the percentage of students demonstrating learning confidence in 2017. Overall school climate results demonstrated a significant increase in positive endorsement in academic emphasis and an increase in perception of collective efficacy.

For more detailed information regarding our school please visit our website at
<http://www.norrisbkps.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 132 students were enrolled at this school in 2017, 61 female and 71 male.</p> <p>31 percent were EAL (English as an Additional Language) students and 2 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>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

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

Achievement	Student Outcomes	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</p> <p> Similar</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:

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> Lower</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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</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:

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading 25% (Low), 50% (Medium), 25% (High)</p> <p>Numeracy 7% (Low), 53% (Medium), 40% (High)</p> <p>Writing 38% (Low), 63% (Medium)</p> <p>Spelling 31% (Low), 44% (Medium), 25% (High)</p> <p>Grammar and Punctuation 25% (Low), 63% (Medium), 13% (High)</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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:

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</p> <p>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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>90 %</td> <td>90 %</td> <td>91 %</td> <td>93 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	90 %	91 %	93 %	90 %	91 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	90 %	91 %	93 %	90 %	91 %	91 %										



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: ◆

Wellbeing	Student Outcomes	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: 2017</p>	<p>● Higher</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: 2017</p>	<p>● Higher</p>

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 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

Norris Bank Primary School is in a strong financial position with a surplus of \$47 971. This was achieved by managing the budget and staffing at a sustainable level. Significant expenditure continues on property maintenance as well as security with the installation of spotlights in the courtyards. There was also a significant reduction in salaries and allowances due to the decrease on the reliance of casual relief teachers and locally employed staff. Norris Bank Primary School continues to explore to increase revenues via the hiring of the Community Hall and advertising via signage.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Financial Position as at 31 December, 2017

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,102,937	High Yield Investment Account	\$46,473
Government Provided DET Grants	\$180,638	Official Account	\$11,194
Government Grants Commonwealth	\$5,743	Total Funds Available	\$57,668
Government Grants State	\$29,091		
Revenue Other	\$5,963		
Locally Raised Funds	\$132,064		
Total Operating Revenue	\$1,456,435		
Equity¹			
Equity (Social Disadvantage)	\$31,856		
Equity Total	\$31,856		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,088,721	Operating Reserve	\$50,721
Books & Publications	\$799	Maintenance - Buildings/Grounds incl SMS<12 months	\$6,947
Communication Costs	\$3,781	Total Financial Commitments	\$57,668
Consumables	\$23,730		
Miscellaneous Expense ³	\$75,615		
Professional Development	\$7,690		
Property and Equipment Services	\$111,813		
Salaries & Allowances ⁴	\$68,098		
Trading & Fundraising	\$8,713		
Utilities	\$19,507		
Total Operating Expenditure	\$1,408,464		
Net Operating Surplus/-Deficit	\$47,971		
Asset Acquisitions	\$0		

(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.



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.