**2019 Annual Report to**

**The School Community  
  
School Name: Niddrie Primary School (5410)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/" \t "_blank)). * 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 27 April 2020 at 11:42 AM by James Parker (Principal) |

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| 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 27 April 2020 at 12:08 PM by Jess Spring-Brown (School Council President) |

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**About Our School**

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| School context |
| Niddrie Primary School was established in 1961 to serve the educational needs of the urban development of Niddrie and Airport West. This well-established residential area is adjacent to the Calder Freeway and is well served by public transport. Niddrie Primary school is committed to providing a safe and secure environment in which learning can be enjoyable, while at the same time ensuring that all children can achieve success. We are a warm and welcoming school that is focused on delivering a comprehensive learning program to our students to prepare them for the next stage of their learning. We pride ourselves on the breadth and truly differentiated curriculum delivered by the school, focusing on teaching to a student's point of need. The 2019 school population was 315 students. We have had an influx of enrolments from within our school zone which is an indication of the demographic change and development of Niddrie and Airport West. The backgrounds of students reflect a cultural and socio-economic diversity. The school has Student Family Occupation (SFO) index of 0.46. Niddrie Primary School has a rich mix of students with various backgrounds that come together to provide a healthy interaction of cultures and histories.  The school had 28 staff members who work in varying time fractions from 0.2 to 1.0 (2 Principal Class, 20 Teacher Class, 6 Education Support Staff) In 2019, the school had 14 classrooms; three preps, five year 1/2 classes, three year 3/4 classes and three year 5/6 classes. Specialist programs operated in PE, Science, Italian and The Arts (including visual and performing arts). Support and extension programs in English and Mathematics are provided throughout the school with a highly experienced ‘Targeted Learning’ teacher. We hold 3 clear values that assist us to maintain our school ethos. They are: Respect, Resilience and Learning.  School facilities include an administration block and staff room, thirteen larger than usual air-conditioned and heated classrooms, well-equipped specialist areas, including our extremely well appointed multi-purpose hall, an Art / Craft / Science room, canteen, music room and Parent Club room. The school grounds are attractively maintained with areas for passive and active play. We have recently upgraded our play space areas. We have a large synthetic play space area with multiple zoned gaming areas and a junior basketball court, a synthetic passive play areas with large seating and trees for shade and our main basketball court is entirely protected by an enormous shade structure and the surface is covered with an all-purpose synthetic material. Our school oval is also covered with synthetic grass, enabling year round use. We have a junior playground area and a senior playground area. Our classrooms are fitted with interactive televisions or televisions have at least 5 computers supported by the internet and many additional software applications. We have two trolleys of iPads which enable 1:1 iPad in the Prep to Grade 2 areas through timetabling. We also have 25 laptops computers in the grade 3/4 area which enable 1:1 laptop use through timetabling. We have a 1:1 Bring Your Own Device (BYOD) iPad program for our grade 5 and 6 students.  Opportunities are provided for students to develop leadership skills through a number of programs. Our school leadership group, environmental group The “Un-Wasteables”, our Prep Buddy program, classroom responsibility and Inter-School Sport Captains provide valuable avenues for students to become involved in school life. Our student leaders participate in a GRIP leadership course each year where they have the opportunity to learn new and important leadership skills as well as getting to meet other student leaders from other schools.  A number of longstanding traditions contribute to a stable yearly routine that serves the community and students by promoting enthusiasm and parental involvement at a variety of levels within the school. Some examples of these popular events are the Wakakirri Performing Arts festival and Art Show (held on alternate years), the Grade 3/4 Dance/Drama Performance (Juniorkirri), the Energy Breakthrough program, Junior School Athletic Sports, the Annual Cross Country day and the annual Prep-2 end of year performance. Our focus on environmental issues and programs has been both award winning and extremely effective in drawing our community together and broadening our perspective on the world we live in. We are actively involved in programs such as Niddrie Clean-Up Day and our annual Footy Day (raising money for charities such as Challenge and Nick’s Wish) to name but a few. Niddrie Primary School also provides an excellent camping program. We offer three day camps in years 3 and 4 and also in grades 5 and 6, with age appropriate camp activities.  The school has some very strong links with local community and sporting clubs (tennis, football, cricket, athletics, cub scouts, gymnastics, Taekwondo and basketball) as well as the immediate neighbourhood. Strong links also exist with the Niddrie Campus of Essendon Keilor College, Rosehill Secondary College, Buckley Park College and the East Keilor RSL. Our school is located in the South Western Victoria Region and we are a member of the Moonee Valley Network of schools. We work collaboratively to ensure that the focus of schools in our network always remains on the enhancement of student learning. |
| Framework for Improving Student Outcomes (FISO) |
| It was identified through our data sets that Curriculum planning and assessment, Empowering students and building school pride and setting expectations and promoting inclusion should provide our focus for improving student outcomes. We worked hard to improve our results in English and Maths, our use of data to inform and differentiate student learning and increasing student voice and resilience. The school’s professional learning has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data and focused on the goals outlined in our Annual Implementation Plan. All student data (NAPLAN, PAT, Teacher Judgement, On Demand, School Performance Reports and Opinion Survey data) is shared at staff meetings, curriculum team meetings and leadership meeting and discussed to identify common themes and develop strategies to improve future results.  The equity money that has been provided ($43,000), was used to allow an experienced, skilled teacher to spend part of each week in classrooms (Grades Prep-2) working with individual students on reading goals as well as modelling lessons and providing immediate feedback to staff after viewing their lessons. This was also used to support training around specific literacy teaching practice for our staff.  We continued to develop our School Wide Positive Behaviour Support model and ensured that it was entrenched in school culture. The promotion of ‘student voice’ continued through our Student Leadership program designed to promote leadership and school awareness. We have also identified resilience (one of our school values) as an area of focus. The introduction of ‘Catastrophe Scales’ and ‘Effort Meters’ have been introduced to students to help support self-regulation, reflection and collaboration among students. |
| Achievement |
| Niddrie Primary School continues to improve student learning by consolidating a whole school approach to teaching and learning. We are developing a reputation for high expectations of student achievement in these areas, as indicated by our positive and promising student achievement results. We strive for continuous improvement and have aligned our curriculum planning documents with priorities outlined through the Victorian Curriculum. We acknowledge the vital role played by the teacher in student learning and therefore tailor professional learning to meet individual and team needs. Highly motivated and skilled teachers are able to provide stimulating, relevant and appropriately challenging programs for all students at Niddrie Primary School. Teacher assessment of student achievement in English and Mathematics are above the mean for Victorian Government schools and similar to schools given the background characteristics of their students. NAPLAN results show that we perform within the range similar to other government primary schools.  Our school shares a common belief about the teaching of literacy and numeracy. We have implemented additional support programs and employed supplementary education support personnel, targeting identified students and attending to their particular individual learning needs. We have a school wide instructional model that is used to support the delivery of our lessons. All teachers have been involved in regular professional learning around our instructional model with a specific focus on reading in 2019.  Teachers also reflect on their data, working closely with their professional learning teams, seeking to improve student outcomes and their teaching. There is a collective responsibility for student achievement across our staff, and teachers have opportunities each week to discuss the needs of cohorts. Our future goals are to build on high quality practices by developing consistent approaches to the delivery of the curriculum within the classroom and to build a guaranteed and viable curriculum for reading which identifies essential learnings and differentiated student goals. There will continue to be an emphasis on data which will drive the teaching and learning in our classrooms. The focus for staff professional learning will be reading and an additional focus on formative assessment to drive our classroom delivery. |
| Engagement |
| Students at Niddrie Primary School are motivated and engaged in their learning. The student attendance record at the school is consistent with other Government schools. Students are acknowledged for high attendance while non-attendance is monitored closely.  Students are regularly recognised and acknowledged for their achievements. The use of ICT through collaborative activities has given students scope to be more connected to their learning. Our data shows that our children in grades 4 to 6 have a sense of connectedness to school which is above similar schools and state averages.  Enrichment programs have been developed for students working well above the expected level. Student Support Groups are established for all students on the Program for Students with a Disability. Individual learning plans were put in place for all of these students. These were regularly developed and reviewed in conjunction with parents. Participation of students in student leadership roles increased with more of a focus on student voice and active participation in school activities.   In 2020 student engagement will be further supported by: • Building teacher capacity towards effectively implementing 21st Century pedagogy. • Empowering students to take responsibility for their own learning through increasing student choice. • Refining our SWPBS (School Wide Positive Behaviour Support) practices which close links to the Personal and Social Capabilities in the Victorian Curriculum. • Increasing the focus on student voice and ownership in the classroom and beyond the classroom. • Continuing to embed ICT into curriculum programs. • Proactively monitoring of attendance. We will continue to strengthen the partnership with parents and promote positive parent involvement with the school by increasing opportunities for parents to participate in the school’s programs and activities. |
| Wellbeing |
| Niddrie is recognised in the community for the care and support they provide to all children. We have worked hard in this area and will continue to do so in 2020.  The Student Attitudes to School Survey results indicate that students have a positive view of our school in terms of teachers, curriculum and peers. Our grade 4 – 6 average indicates that the students have a connectedness to school that is higher than other schools. This is a very strong endorsement of the school's focus on valuing each individual and putting a high premium on appropriate extracurricular activities that involve each student. We follow the School Wide Positive Behaviour Support (SWPBS) approach. This is a whole school approach to creating an environment which encourages effective learning through the development of a positive, calm and welcoming atmosphere. It encourages positive feedback to students and endeavours to teach how to behave appropriately. We recognise that learning social skills and socially acceptable behaviours is a process, which everybody moves through at a different pace. Learning appropriate social skills is seen in the same light as learning how to read or complete maths. We will continue to collect data that supports the our SWPBS approach and how we manage our acknowledgements, identify hot spots in the school and accurately record our minor and major behaviours. Children feel safe at our school and our data shows that our management of bullying is well above Victorian Government School and similar schools.  We have numerous school-based programs and procedures to ensure ease of transition into and out of the school as well as from grade level to grade level. Our future plans aim to enhance levels of involvement with the childcare centres and preschools in the area with offers of shared resources and visitations. Strengthening the in-school transition processes in order to track students’ progress and to identify the particular learning needs of students, will continue to be an area of focus in 2020. Our goal is to provide experiences for all students that enhance readiness and enthusiasm to continue the next step in their learning, including starting school, moving between year levels or into secondary colleges, in a resilient, confident and enthusiastic way. The school continues to have ongoing positive relationships with the local preschools.  An intra-school transition program occurs in Term 4 where all year levels link with the following year's students and teachers. This program prepares students for their entry into the next year level. The focus of this program is developing a sense of belonging, learning about expectations of the new year level and developing a cooperative team approach to learning Year 6 students participate in all relevant transition programs offered by local secondary colleges. Year 5 students visit upon invitation or are visited at the school by the colleges. The school continues to review its transition processes and programs from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings. |
| Financial performance and position |
| The financial position of the school at the end of 2019 indicated a surplus. This was as a result of planned budgeting. Our budgets are well organised into specific areas of the school. The small equity grant was used to provide time for an experienced teaching staff member to provide specific targeted teaching. The operating position of the school at the end of the year was very positive due to diligent budget monitoring and planned spending. We may have a reasonable surplus however, the school is in the process of putting together a scope of works around some works in the school grounds and in our classroom spaces. |
| **For more detailed information regarding our school please visit our website at <https://niddrieps.vic.edu.au/>** |

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **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. | | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  | |  | | --- | | Few absences <------> Many absences | |  | |  |  |  | |  |  |  | |  |  |  | |  | |  | | --- | | Few absences <------> Many absences | |  | |  |  |  | | | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  | |  | |  | | --- | | Average 2019 attendance rate by year level: | | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 93 % | | |  | | --- | | 92 % | | |  | | --- | | 92 % | | |  | | --- | | 92 % | | |  | | --- | | 93 % | | |  | | --- | | 90 % | | |  | | --- | | 92 % | | |  | |  |  |  | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  | | --- | | Similar school comparison not available | |  | |  |  |  | | |  |  | |  |  |  |  | | | | | |  | |  |  |  |  |  |  | | |  | | | |  |

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Account | $43,555 | | **Total Funds Available** | **$363,837** | | | |  |  | |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | | |  | | --- | | $2,545,472 | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $288,834 | | Government Grants Commonwealth | $2,145 | | Revenue Other | $59,743 | | Locally Raised Funds | $296,314 | | Capital Grants | $4,530 | | | | | | | | | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | | | |  |  |  | |  | | --- | | **$3,197,037** | | | | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $43,158 | | | | | | | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$43,158** | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | |  | |  | | --- | |  | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $94,436 | | Provision Accounts | $5,688 | | Funds Received in Advance | $24,815 | | School Based Programs | $111,782 | | Asset/Equipment Replacement < 12 months | $72,385 | | Capital - Buildings/Grounds < 12 months | $58,654 | | **Total Financial Commitments** | **$367,758** | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | |  | |  | | --- | | $2,303,470 | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Communication Costs | $5,805 | | Consumables | $74,854 | | Miscellaneous Expense³ | $138,154 | | Professional Development | $9,102 | | Property and Equipment Services | $174,685 | | Salaries & Allowances⁴ | $165,028 | | Trading & Fundraising | $73,204 | | Utilities | $29,790 | | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | | | |  |  | |  | | --- | | **$2,974,090** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | |  |  | |  | | --- | | **$222,947** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **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 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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | | | |  | | | |  |

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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 Comparisonwill 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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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). | | | | | |  | |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | |  | | |  | | |  |