2025 Annual Report to the School Community

School Name: Newborough Primary School (4650)

- all teachers at the school meet the registration requirements of the Victorian Institute of Teaching (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 23 April 2026 at 09:06 PM by Gail Harding (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 27 April 2026 at 03:40 PM by Gail Harding (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school and an overview of the school’s performance over the previous calendar year.

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 ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the ‘Performance Summary’ section of this report refer to?

The Performance Summary includes the following:

- School Profile
  - student enrolment information
  - the school’s ‘Student Family Occupation and Education’ category
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Newborough Primary School is located in the regional township of Newborough in the Latrobe Valley. At the 2025 census there were 102 students enrolled at the school. The school operated with five classrooms, Prep/1, Year 1/2, Year 2/3, Year 4/5, and Year 5/6. The staffing profile consisted of a Principal, two learning specialists, five classroom teachers, three specialist teachers, a Tier 2 Literacy intervention teacher, an education support staff member, 12 education support staff, a business manager and a casual groundskeeper. There were staff changes throughout the year, including a change in Leadership in Term 4. The school also employed a school nurse two days per week. Specialist programs provided for our students included visual art, digital technology, and physical education. The school did not run a language program. The school values are, "Be Safe, Be Respectful and Be a Learner'. These were incorporated into every aspect of our teaching and interactions. Our school vision is 'Building happy, lifelong learners, reaching their full potential in a safe and respectful environment'.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2025 Annual Implementation Plan focused on improving outcomes in reading and student engagement. During Semester 2, the school refined its approach by aligning practice with the Victorian Teaching and Learning Model 2.0 framework. Phonics Plus was implemented in the junior years to strengthen early reading foundations, while a focus on morphology in the senior grades was supported through the Word Origins program. Ochre resources were utilised to deliver consistent daily reviews in Literacy and Numeracy, as well as to support structured book studies.

Despite these targeted initiatives, the school did not meet its NAPLAN targets for 2025. Notably, 0% of Year 3 students achieved in the Exceeding or Strong proficiency levels in Reading and Numeracy. In Year 5, 38.5% of students achieved Exceeding or Strong in Reading, and 30% in Numeracy, both significantly below similar school and state benchmarks. In response, MultiLit, an evidence-based literacy intervention, was introduced in Term 4 to provide targeted support for students identified as at risk in reading. This intervention focused on explicit, systematic instruction in phonics and reading skills, with early monitoring indicating improved student engagement and initial growth in decoding and fluency for participating students.

Wellbeing

The school continued to build on the work commenced in 2024 in implementing School Wide Positive Behaviour Support (SWPBS), with a focus on developing and embedding a whole-school behaviour matrix. This work was supported by the appointment of a Wellbeing Learning Specialist, to strengthen consistent, school-wide approaches to behaviour. In addition, the school began implementing the Department's Positive Classroom Management Strategies (PCMS), with an emphasis on establishing clear classroom procedures and routines. Staff also engaged in professional learning, including Tom Bennett's Running the Room, to further build teacher capability in creating calm, orderly and supportive learning environments.

Despite these efforts, Student Attitudes to School Survey results indicated that student perception of connectedness and safety remains an area for improvement. Positive endorsement for Sense of Connectedness was 44.9%, compared to 69.9% in similar schools, while Management of Bullying was 45.5%, compared to 71.4% in similar schools. In response, the school will continue to prioritise the implementation of PCMS and the development of a clear and consistent behaviour matrix. Additionally, the school will investigate and implement evidence-based, trauma-informed practices to further support student wellbeing, engagement and inclusion.

Engagement

Student engagement remained a key focus at the school, supported through the implementation of PCMS and the introduction of using engagement norms across classroom practice. These approaches aimed to strengthen student participation, maximise learning time and create predictable, supportive learning environments. Students at Newborough Primary School were provided with a range of opportunities to enhance engagement and connectedness through camps and special events. Year 5/6 students attended a Melbourne camp, Year 3/4 students participated in a Phillip Island camp, and Year 2 students enjoyed a school-based sleepover experience. School Captains continued to demonstrate leadership by running assemblies and representing the school at community events, including the Remembrance Day service. To further strengthen student voice and leadership, a Student Leadership Handbook was developed to support students applying for leadership roles in 2026, ensuring clarity of expectations and responsibilities.

While student attendance remains an ongoing concern, there were some improvements from 2024 to 2025. The average number of absence days per student was 39.1, which remains above similar school and state averages. In Term 4, additional strategies were implemented to support engagement during unstructured times. Education Support staff facilitated lunchtime activities, including organised games such as basketball, while the library was opened to provide supervised indoor options such as board games and LEGO. Unexplained absences continued to be an area of concern. In response, the school has prioritised building staff capacity to accurately record and monitor attendance data. A clear and consistent process has been developed through the 2026 Attendance Action Plan, with a focus on reducing unexplained absences, promoting regular school attendance and celebrating improved attendance through assemblies and whole-school recognition.

Financial performance

The school continues to maintain stable financial standing. In 2025, we invested in additional classroom resources, to enhance the classrooms. We continued to provide extra assistance in the classroom and introduced a learning specialist role in Wellbeing. Building works saw, garden maintenance and general repairs. Substantial Workforce replacement staff to support school was required. The cleaning contract is to be reviewed in 2026. OHSC agreement is to be reviewed at the end of 2026 . Equity funding facilitated the additional staff for intervention programs aimed at supporting students at risk and providing extra classroom support. Additionally, Mental Health and Disability Inclusion funding enabled the implementation of various well-being initiatives.

PERFORMANCE SUMMARY

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 102 students were enrolled at this school in 2025, 55 female and 47 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **High**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**70.6%**
	Similar schools	77.2%
	State	82.0%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**39.9%**
	Similar schools	75.3%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**50.8%**
	Similar schools	75.0%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**51.1%**
	Similar schools	73.9%
	State	84.2%

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**0.0%**	**28.6%**
	Similar schools	52.4%	55.4%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**38.5%**	**48.8%**
	Similar schools	63.0%	61.7%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**0.0%**	**25.7%**
	Similar schools	50.5%	52.8%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**30.0%**	**46.3%**
	Similar schools	55.6%	51.8%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**30.0%**
	Similar schools	67.8%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**42.9%**
	Similar schools	66.5%
	State	74.0%

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**44.9%**	**61.4%**
	Similar schools	69.9%	73.2%
	State	77.1%	77.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**45.5%**	**61.7%**
	Similar schools	71.4%	74.3%
	State	76.4%	75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	**School**	**39.1**	**32.1**
	Similar schools	25.3	24.8
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025
Prep	**School**	**76.1%**
Year 1	**School**	**84.3%**
Year 2	**School**	**83.9%**
Year 3	**School**	**73.1%**
Year 4	**School**	**82.3%**
Year 5	**School**	**79.3%**
Year 6	**School**	**80.6%**

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	$1,981,295
Government Provided DET Grants	$404,247
Government Grants Commonwealth	$8,900
Government Grants State	$0
Revenue Other	$6,818
Locally Raised Funds	$28,698
Capital Grants	$0
Total Operating Revenue	**$2,429,958**

Equity	Actual
Equity (Social Disadvantage)	$145,170
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$145,170**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$1,953,564
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$31,296
Communication Costs	$1,534
Consumables	$24,807
Miscellaneous Expenses[2]	$4,348
Agency Staff	$20,624
Professional Development	$7,987
Equipment/Maintenance/Hire	$28,616
Property Services	$104,225
Salaries & Allowances[3]	$128,790
Support Services	$11,104

Expenditure	Actual
Trading & Fundraising	$54,326
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$26,043
Total Operating Expenditure	**$2,397,264**
Net Operating Surplus/-Deficit	**$32,694**
Asset Acquisitions	**$18,187**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$80,886
Official Account	$16,233
Other Accounts	$0
Total Funds Available	**$97,119**

Financial Commitments	Actual
Operating Reserve	$73,950
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$45,000
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$5,000
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$20,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$143,950**

All funds received from the Department of Education, 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.