

2021 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 (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 2021 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 08 April 2022 at 12:36 PM by Christine Robinson (Principal)

- This 2021 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 09 May 2022 at 11:57 AM by Karyn Van Dyk (School Council President)

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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do ‘Similar Schools’ refer to?

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.

What does ‘NDP’ or ‘NDA’ mean?

‘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.

What is 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’).

About Our School

School context

Our goal is for our students to be motivated learners who value themselves and their community and who develop the knowledge and skills to become successful and thrive in all of their life endeavours. To achieve this, all staff follows the school's mission statement: 'Knowing exactly what each child knows now and how to teach them what they need to learn next...'

Our school is a School Wide Positive Behaviour Support (SWPBS). We teach and practice NEWBEE values of Be a Learner, Be Respectful and Be safe.

In 2021 we ran 6 classrooms, supported by a learning specialist (non teaching). Our specialist subjects were art, STEM and PE. The principal was non teaching. The students and staff were supported by a full time wellbeing coordinator and 0.4 nurse for the second half of the year.

Our enrolment was fairly stable over the year, sitting around 120 students.

Framework for Improving Student Outcomes (FISO)

Reading has continued to be a focus. The school hired a new learning specialist, who has been guiding and supporting the teachers to improve their practice in reading. The school now has a whole school approach to reading. Regular Professional Learning Communities (PLCs) are running across the school, working in teams (junior, middle and senior). The learning specialist leads the work completed in the PLCs. The PLCs were able to continue during the COVID lockdowns, however the lessons in the classrooms had to be modified.

Maths - Two staff members have begun training in the Primary Maths Specialist program. The program runs for two years, focusing on the latest maths teaching research and how to coach teachers to improve their maths teaching. The training continued through COVID.

The maths specialists started looking at how our school has been teaching maths and modifying some of the practices. The more intense work happens in the second year of the program (2022).

Throughout all of 2021 we implemented the tutoring program with our students who were showing low academic growth. Due to staff changes, the tutors changed from Term 1 to the remainder of the year. We were also using one of our education support staff members to tutor our students who needed addition speech work. The ES member worked closely with the students' speech therapist to implement the program.

Achievement

Remote learning continued to impact our teaching and learning in 2021. The staff and students were more prepared for teaching in this environment. The school continued to prepare and send out hard copy work packs (as this suits our community the best). The junior classrooms were highly supported with video lessons and frequent teacher check ins.

Throughout 2021 all junior and middle school teachers were trained in the phonics based program Sounds Write. We had been implementing the program in the classrooms prior to the training (under the guidance of the other trained staff), however now we are able to ensure we are teaching it with greater fidelity.

NAPLAN - the following results are a comparison of our results from 2019 (the last time NAPLAN was undertaken) to 2021.

Reading

Grade 3 - We have reduced the students in the bottom two bands and decreased students in the top two bands.

Grade 5 - We have increased the top two bands and middle two bands, and decreased the bottom two bands.

Writing

Grade 3 - The top two bands remained the same and we increased the bottom two bands

Grade 5 - The top two bands increased and bottom two bands decreased

Spelling

Grade 3 - The top two bands and the middle two bands increased, with a decrease in the bottom two bands

Grade 5 - The top two bands increased and the bottom two bands decreased

Numeracy

Grade 3 - The top two bands increased, however the bottom two bands also increased.

Grade 5 - The top two bands and middle two bands increased, with a decrease in the bottom two bands

Grammar and Punctuation

Grade 3 - The top two bands and middle two increased and bottom two bands decreased.

Grade 5 - The top two bands and middle two bands increased and the bottom two bands decreased

PSD students - Many of our PSD students were in attendance on site during the remote learning periods. They struggled with the changes to their learning, even when we came back onsite (they had become used to the remote learning way of doing things).

Engagement

The massive change in onsite learning during remote learning in 2021 compared to 2020 was the amount of students we had onsite. Many of our families found the remote learning experience too much to cope with mentally and reached out to the school for support. This was in addition to the families where parents worked and our vulnerable students. In total we had about 40 percent of our students attending on site at some stage during the week.

Throughout 2021 we implemented a new behaviour management process, which ensured we had greater consistency across the school, which made it easier for the students to know what to expect when someone did the wrong expected behaviour.

The OASIS program continued in Term 1, however the younger students found this to be a challenging situation. We modified the program to be tutor based and in the classrooms. The students reacted more positively to this, with greater learning. The tutor program for these students continued throughout the year.

Wellbeing

Wellbeing - The school hired a new social worker, who worked closely with the teachers in addressing the Social Emotional Learning of our students. COVID has really knocked our kids about, particularly in the area of their ability to work with their peers, maintaining friendship and following school instructions for the whole day after being at home learning.

After each remote learning experience, the classroom teachers worked heavily on making the students feel comfortable at school, assisted them to express their feelings and to rebuild relationships. As the year continued the students found it harder to maintain the friends (as they were in and then out of them).

School Nurse - Working with Latrobe Community Health the school employed a school nurse, beginning in May, two days a week. Our school nurse works closely with families, supporting them with managing the health system. The school nurse has been an incredibly valued addition to our wellbeing team.

Finance performance and position

Our financial position is incredibly healthy due to our leading teaching not attending onsite for the majority of the year and a greater focus managing our education support staffing finances. In addition to the staffing changes, the cost of running the school reduced due to the lock downs, for example a reduction in CRTs as they preferred not to work

during the COVID outbreaks - the school managed these internally.

The excess money will be used in 2022 to increase the integration aiding time allocation, to increase the support in each of the classrooms and to continue paying for our school nurse.

For more detailed information regarding our school please visit our website at
newboroughps.vic.edu.au

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.

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 121 students were enrolled at this school in 2021, 60 female and 61 male.

NDP percent of students had English as an additional language and NDP percent 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).

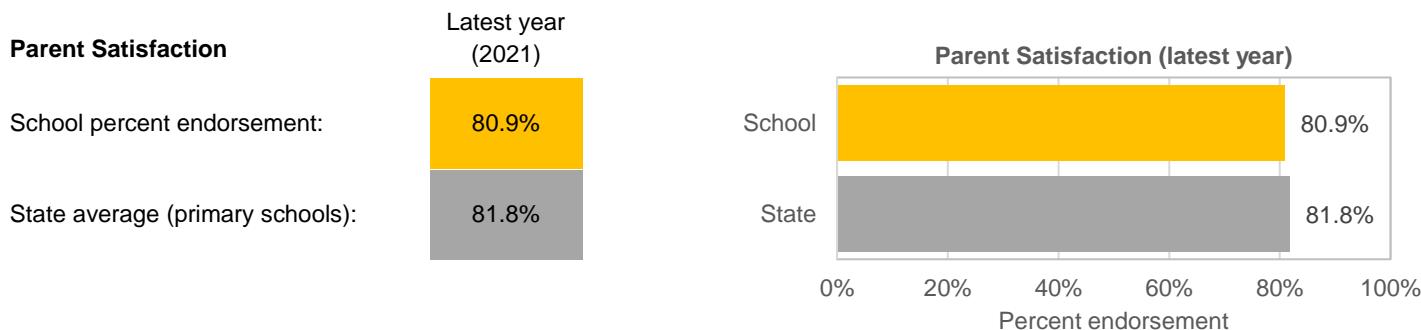
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

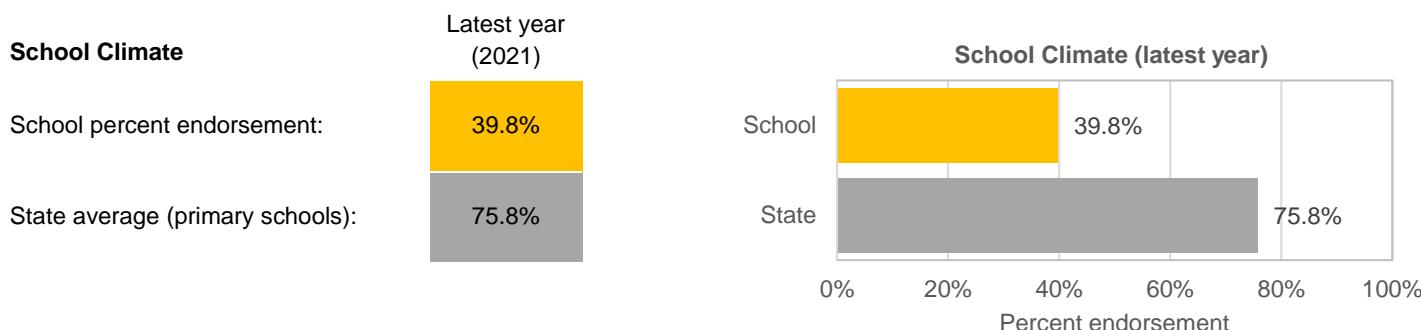


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

English Years Prep to 6

School percent of students at or above age expected standards:

Latest year
(2021)

69.6%

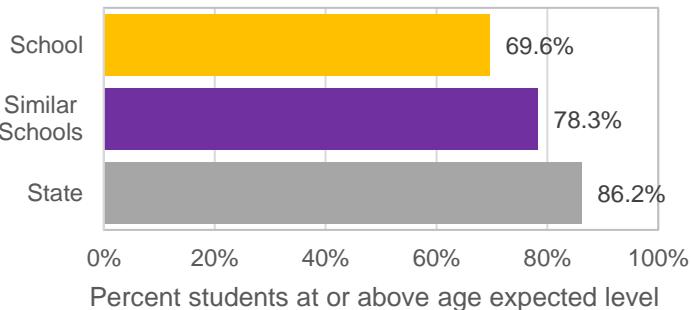
Similar Schools average:

78.3%

State average:

86.2%

English (latest (year)) Years Prep to 6



Mathematics Years Prep to 6

School percent of students at or above age expected standards:

Latest year
(2021)

70.9%

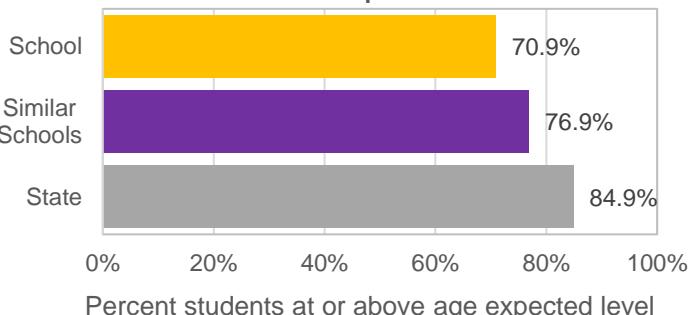
Similar Schools average:

76.9%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



ACHIEVEMENT (continued)

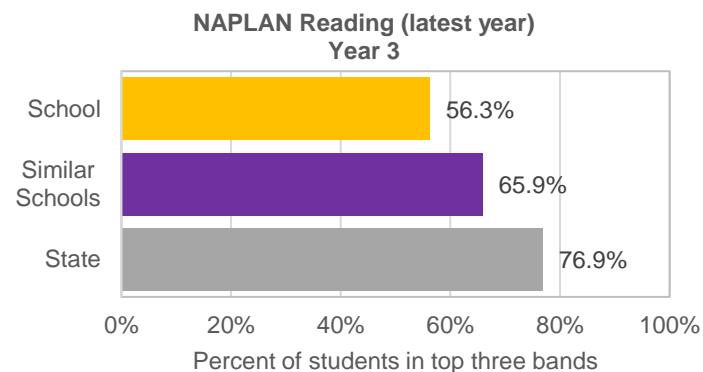
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

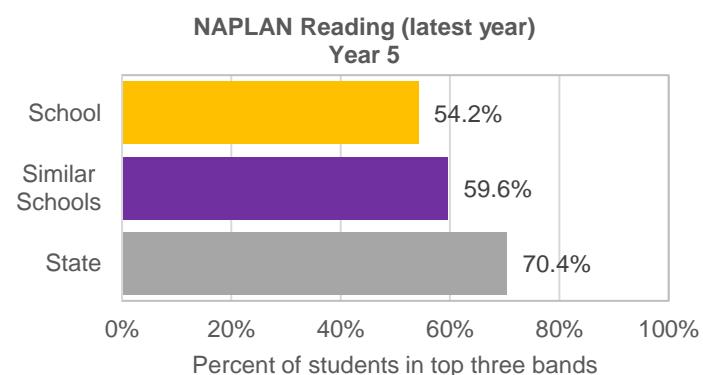
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

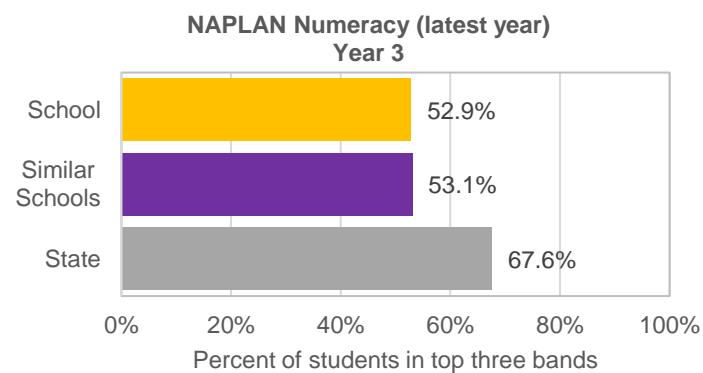
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	56.3%	63.6%
Similar Schools average:	65.9%	66.4%
State average:	76.9%	76.5%



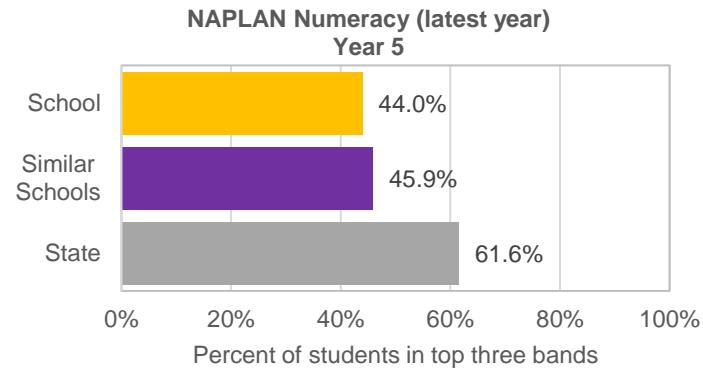
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	54.2%	42.9%
Similar Schools average:	59.6%	57.4%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	52.9%	57.9%
Similar Schools average:	53.1%	58.0%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	44.0%	33.8%
Similar Schools average:	45.9%	45.4%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

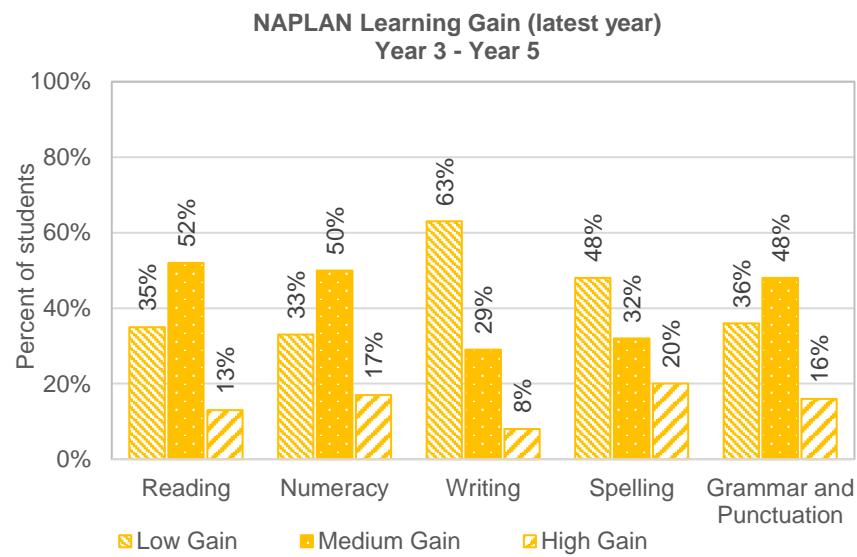
NAPLAN Learning Gain

NAPLAN learning gain 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'.

Learning Gain

Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	35%	52%	13%	20%
Numeracy:	33%	50%	17%	15%
Writing:	63%	29%	8%	17%
Spelling:	48%	32%	20%	18%
Grammar and Punctuation:	36%	48%	16%	19%



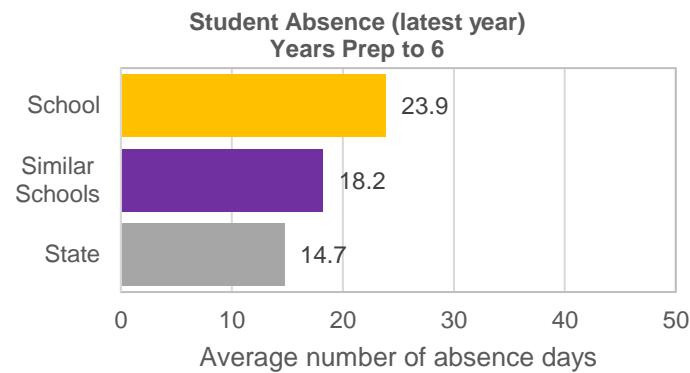
ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6	Latest year (2021)	4-year average
School average number of absence days:	23.9	19.8
Similar Schools average:	18.2	17.2
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	84%	86%	90%	88%	89%	89%

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

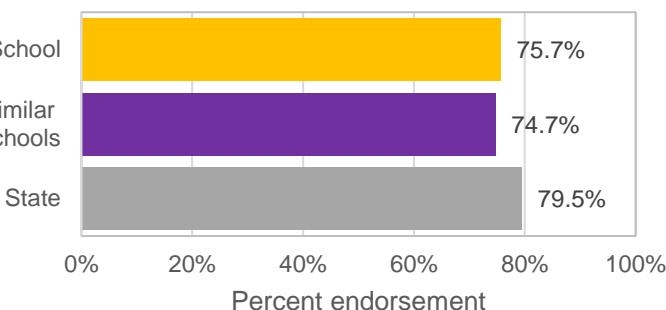
Student Attitudes to School – Sense of Connectedness

The percent 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).

Sense of Connectedness Years 4 to 6

	Latest year (2021)	4-year average
School percent endorsement:	75.7%	73.9%
Similar Schools average:	74.7%	76.6%
State average:	79.5%	80.4%

Sense of Connectedness (latest year) Years 4 to 6



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

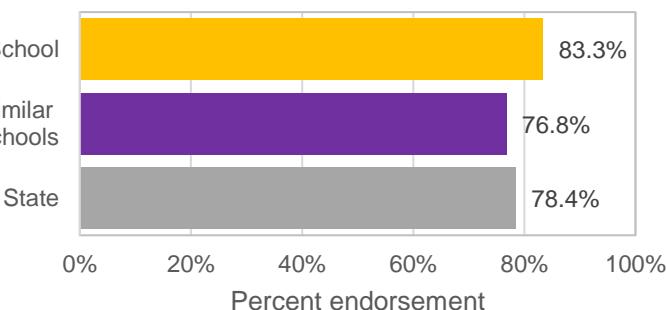
Student Attitudes to School – Management of Bullying

The percent 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).

Management of Bullying Years 4 to 6

	Latest year (2021)	4-year average
School percent endorsement:	83.3%	71.9%
Similar Schools average:	76.8%	77.8%
State average:	78.4%	79.7%

Management of Bullying (latest year) Years 4 to 6



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$1,661,439
Government Provided DET Grants	\$362,135
Government Grants Commonwealth	\$13,722
Government Grants State	\$0
Revenue Other	\$10,494
Locally Raised Funds	\$33,748
Capital Grants	\$0
Total Operating Revenue	\$2,081,538

Equity ¹	Actual
Equity (Social Disadvantage)	\$159,734
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$159,734

Expenditure	Actual
Student Resource Package ²	\$1,458,463
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$25,250
Communication Costs	\$1,344
Consumables	\$23,632
Miscellaneous Expense ³	\$11,924
Professional Development	\$17,687
Equipment/Maintenance/Hire	\$34,159
Property Services	\$82,502
Salaries & Allowances ⁴	\$120,093
Support Services	\$0
Trading & Fundraising	\$44,581
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$994
Utilities	\$13,379
Total Operating Expenditure	\$1,834,006
Net Operating Surplus/-Deficit	\$247,532
Asset Acquisitions	\$21,770

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$93,060
Official Account	\$8,252
Other Accounts	\$0
Total Funds Available	\$101,312

Financial Commitments	Actual
Operating Reserve	\$56,110
Other Recurrent Expenditure	\$0
Provision Accounts	\$1,963
Funds Received in Advance	\$28,800
School Based Programs	\$3,465
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,130
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$103,468

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.