

2022 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 of the previous calendar year 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 09 May 2023 at 06:44 AM by Christine Robinson (Principal)

- This 2022 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 26 May 2023 at 09:23 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 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
- 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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Newborough Primary School has a dedicated workforce focussed on supporting and teaching the whole student; working with them to increase their academic knowledge, their ability to manage their emotions, develop and maintain friendship and to enjoy their experience at primary school.

The school values are, "Be Safe, Be Respectful and Be a Learner". We incorporate this into every aspect of our teaching and interactions.

Newborough Primary School is situated in Newborough in the Latrobe Valley. The school had 122 enrolled in 2022, with a few students coming and going throughout the year. We ran six classrooms with an average of 20 students in each classroom. In addition to the classroom teachers, we have a learning specialist who works outside the classroom supporting the teachers with their planning and implementation in the classroom, including leading Professional Learning Communities. We are fortunate to have many integration aides, with at least one in every classroom, supporting the students to extend their academic knowledge and to manage the many aspects of being at school.

To support the social and emotional learning of the students, the school employs a full time social worker, working with small groups of students and individual students. The school also employs a school nurse two days a week, supporting the parents to navigate the medical system, teaching hygiene, puberty and healthy living to the students, as well as undertaking hearing testing on some of the students.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2022 the learning focus in literacy was on the implementation of the reading program developed in 2021, to ensure that it was being taught the same in every classroom, with modifications made for the learning ability of the students. The PLC (Professional Learning Community) meetings involved the learning specialist guiding the teachers in the teaching a reading, in particular using picture story books to hook the students in. The challenge of this for the students was that they had to do the thinking; considering why things are happening in the books, what is the author wanting them to think, to know, to question. For some of our students this was and continues to be challenging; they are comfortable being given the information rather than having to really think about the author's purpose.

The focus for numeracy in 2022 was for the maths learning specialists (classroom teacher and principal) to continue the Primary Maths Specialist training ran through the Department of Education. The maths specialist continued to meet with other specialist from around Victoria for professional development and sharing of ideas and experiences. At school the specialists lead the other classroom teachers through the learning, with the teachers experimenting in the classrooms with their students. The teachers then met and shared their experiences.

To support the students who have struggled to maintain their learning during COVID, a tutor has been employed at the school. We were fortunate in 2022 that we didn't have to cut into this program very often to cover the teacher shortage (we were able to access relief teachers). Students worked with the tutor mainly in the area of reading and spelling (phonological development). In addition to the tutor program, one of the education support members worked one on one or very small groups to develop the students reading ability and ability to hear and record sounds. The education support member also worked with student who needed speech development, alongside their speech therapist.

Classroom libraries were set up in each of the classroom with a range of books. The school wants the students to know they have access to books whenever they like with the intention that the students will try something different. The classroom libraries are separate to the school library, where students are able to borrow books.

Wellbeing

The school continues to employ a full time social worker. The social worker works with small groups of students and individual students to help them manage school life; developing friends and learning to getting along with others. Managing friendships has been particularly challenging since COVID; having to consider about what others are thinking and feeling and how to respond to this while still getting their own needs met. Our social worker also supported students to understand and manage everyday issues from home and school.

In the classroom every teacher was teaching the Respectful Relationships program weekly. The social worker attended these lessons fortnightly, to support the classroom teacher with any concerns that may have arisen from the topic being discussed. Class Dojo was introduced during the COVID years, we continued to use this to communicate with our parents. Class Dojo is a wonderfully easy way for the parents to contact the classroom teachers and other staff. It is also a great way for the teachers to share what the successes from the classroom. The connection between home and school is vital.

The school worked with Latrobe Community Health to implement the CASEA program. The program focused on parenting advice and social emotional learning for small groups of students and whole classes.

The Speech in Schools program focused on the Grade 1 and 2 students' ability to regulate their emotions ready to learn. This gave the students strategies to use when they are disregulated.

Engagement

The school captains continue to lead the weekly assemblies, supported by the Newbee leaders. The main role of the Newbee leaders is to announce the Newbees of the Week. Although they find speaking in front of all assembled quite daunting at the beginning of the year, by the end of the year they are quite the professional.

Class Dojo is also used to record when students are being rewarded for following the school values, Be Safe, Be Respectful and Be a Learner. The students are able to 'cash' these in at the Newbee shop for prizes or experiences, for example helping in the younger classrooms.

The leadership team is regularly in the classrooms, interacting with the students. It is here that the students are able to ask questions and suggest ideas for upcoming events or things to consider purchasing for the school.

Other highlights from the school year

Newborough Primary School understands that our students need to experience things outside the classroom and outside the school. During 2022 the school took up an incredible amount of program offered through the Positive Start program offered by the Victorian Government. The students accessed many programs including Training like a Vixen in Melbourne, clinics in soccer, basketball, skateboard, netball and tennis, a drama program offered for 10 weeks to all six classes, whole school visit to the Melbourne Zoo, tour of the MCG, Melbourne Museum dinosaur incursion for the Prep to Grade 2 students and Melbourne Museum Robotics incursion for Grades 3-6.

In addition to the Positive Start Program, the school was a member of the First Call Fund with the Arts Centre Melbourne. The whole school attended several shows at the Melbourne Arts Centre. Many of these shows involved the students traveling to Melbourne on the Vline train. For some of our students this was the first time.

Financial performance

Newborough Primary School brought over from 2021 a healthy credit budget (used primarily for staffing). This budget allowed the school to employ education support staff to work with students who were yet to be funded under the Students with Disabilities Program, allowing the students to get the support they need before they would normally be able to. The budget also allowed the school to continue to have the learning specialist out of the classroom full time supporting the classroom teachers and the classroom based education support staff.

The school grounds were upgraded with new retaining walls and paths with the money carried over from 2021. This has made the school look neater and more attractive to be in.

The mental health fund initiative funding was used to increase the hours of the social worker to full time and to increase the level of experience they have.

The tutoring initiative funding was used to employ a tutor two days a week for the whole year.

The school was fortunate to be allocated \$25,000 for new shade sails. These were positioned above our grassed area to allow for classroom lessons to be conducted outside.

The school is in its second year of the After School Care funding. This funding has allowed the school to operate an after school hours program.

The physical education program was supported by accessing Sporting Schools grant each term. The program allows \$1800 per term to go towards the teaching of physical education.

For more detailed information regarding our school please visit our website at
<https://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 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 122 students were enrolled at this school in 2022, 62 female and 60 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).

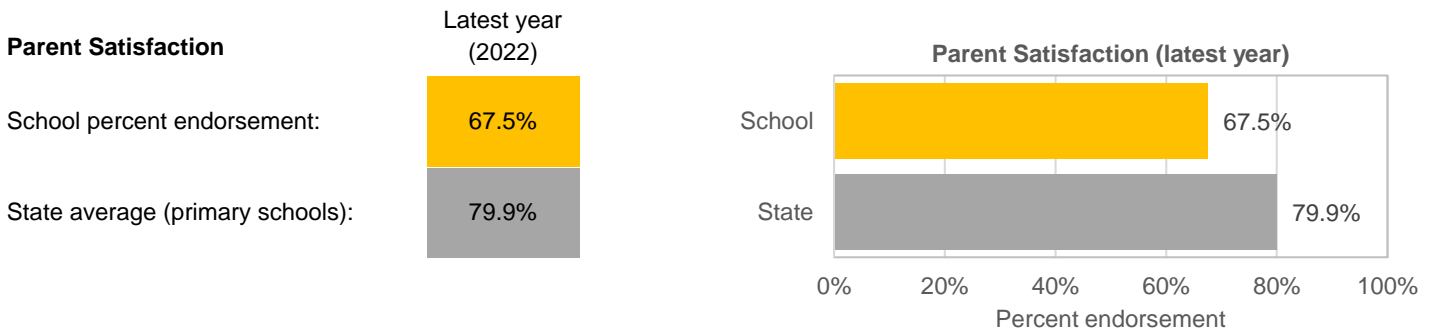
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

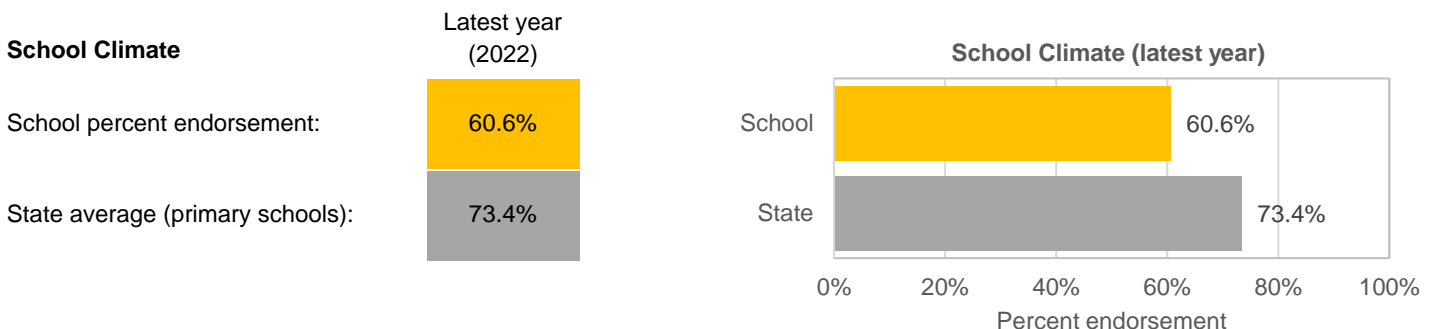


School Staff Survey

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.



LEARNING

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

Latest year
(2022)

School percent of students at or above age expected standards:

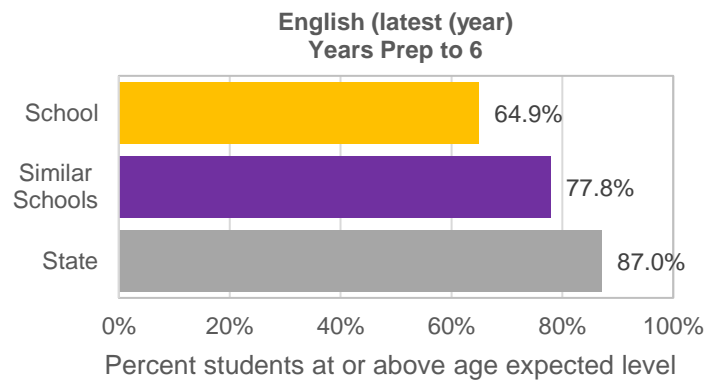
64.9%

Similar Schools average:

77.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

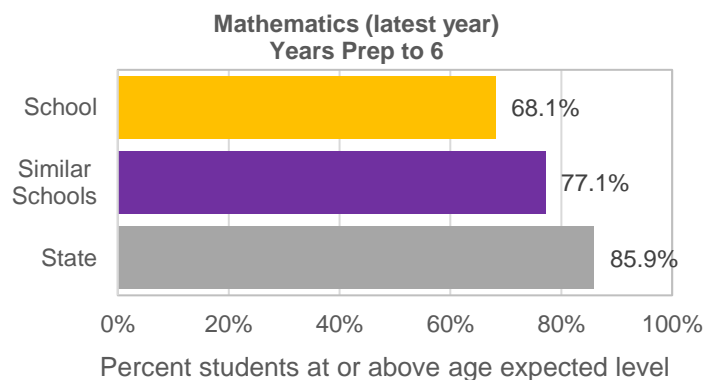
68.1%

Similar Schools average:

77.1%

State average:

85.9%



LEARNING (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.

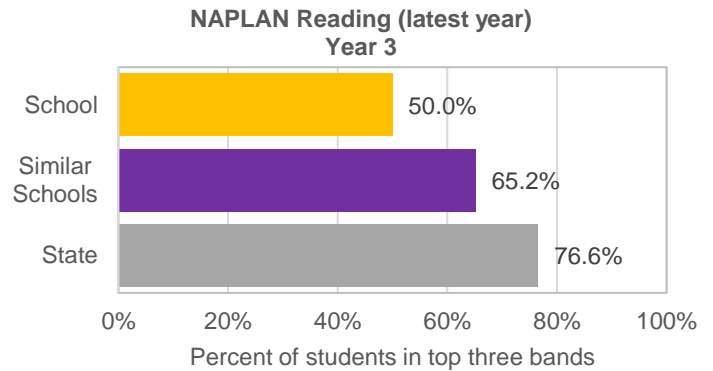
NAPLAN

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 2019, 2021 and 2022 data.

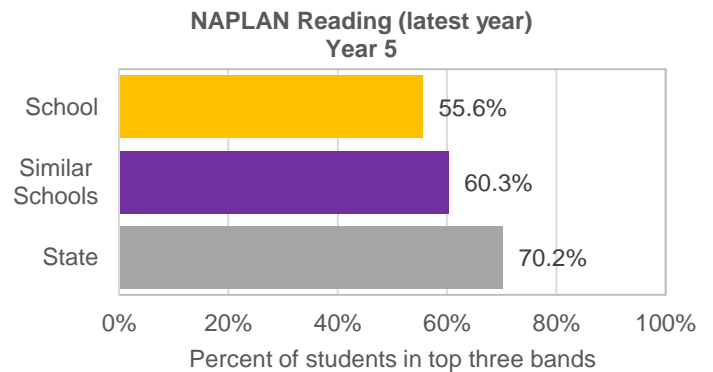
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	59.6%
Similar Schools average:	65.2%	65.8%
State average:	76.6%	76.6%



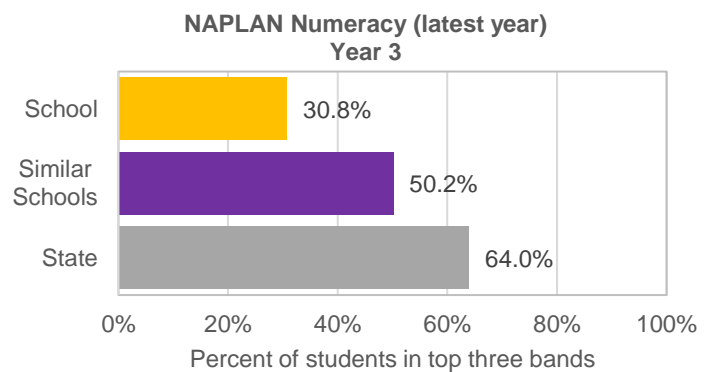
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.6%	43.6%
Similar Schools average:	60.3%	59.2%
State average:	70.2%	69.5%



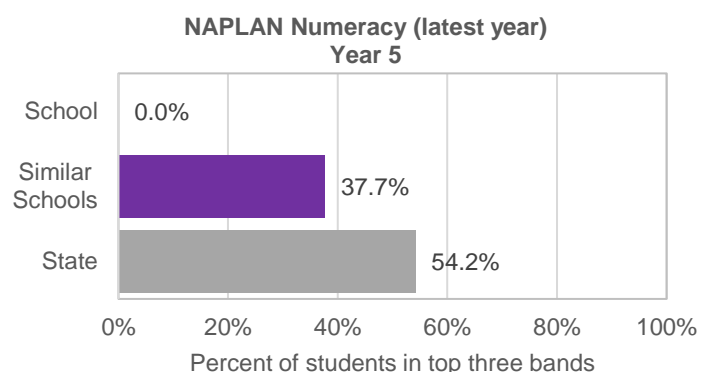
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.8%	47.3%
Similar Schools average:	50.2%	54.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	0.0%	33.3%
Similar Schools average:	37.7%	43.9%
State average:	54.2%	58.8%



WELLBEING

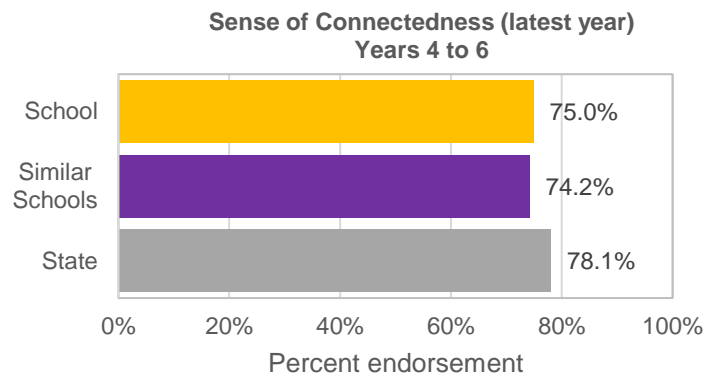
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	75.0%	71.3%
Similar Schools average:	74.2%	74.7%
State average:	78.1%	79.5%

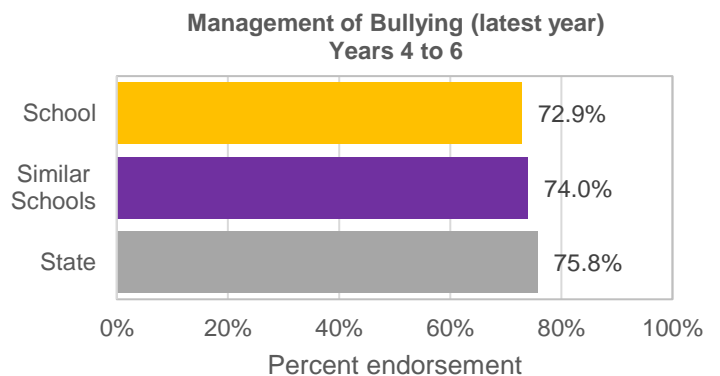


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	72.9%	69.5%
Similar Schools average:	74.0%	75.4%
State average:	75.8%	78.3%



ENGAGEMENT

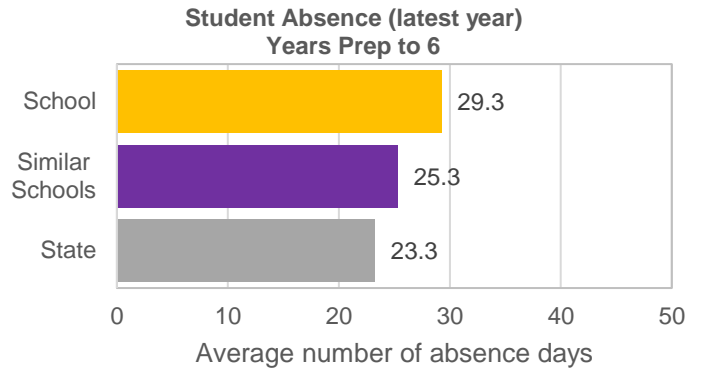
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	29.3	23.1
Similar Schools average:	25.3	19.5
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	84%	87%	83%	89%	87%	84%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,823,306
Government Provided DET Grants	\$356,311
Government Grants Commonwealth	\$12,250
Government Grants State	\$0
Revenue Other	\$9,243
Locally Raised Funds	\$25,833
Capital Grants	\$24,000
Total Operating Revenue	\$2,250,944

Equity ¹	Actual
Equity (Social Disadvantage)	\$115,011
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$115,011

Expenditure	Actual
Student Resource Package ²	\$1,672,151
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$36,469
Communication Costs	\$1,113
Consumables	\$21,635
Miscellaneous Expense ³	\$20,138
Professional Development	\$13,799
Equipment/Maintenance/Hire	\$43,161
Property Services	\$113,089
Salaries & Allowances ⁴	\$110,057
Support Services	\$0
Trading & Fundraising	\$64,414
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$5,094
Utilities	\$19,741
Total Operating Expenditure	\$2,120,860
Net Operating Surplus/-Deficit	\$106,084
Asset Acquisitions	\$20,182

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$90,574
Official Account	\$13,940
Other Accounts	\$0
Total Funds Available	\$104,514

Financial Commitments	Actual
Operating Reserve	\$63,659
Other Recurrent Expenditure	\$27,239
Provision Accounts	\$0
Funds Received in Advance	\$59,800
School Based Programs	\$125
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,300
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	\$161,122

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.