2020 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 2020 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 2021 at 09:43 AM by Christine Robinson (Principal)

The 2020 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 20 May 2021 at 12:18 PM by David Osborne (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *'About Our School'* section refer to?

The About Our School section 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.

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).
  Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 2020 we ran 6 classrooms, supported by a learning specialist (non teaching) and a leading teacher (classroom 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.

Our enrolment was fairly stable over the year, sitting around 130 students. We had a very large Grade 6 group of 30 students.

Framework for Improving Student Outcomes (FISO)

Our teaching of reading was the main focus of our adult learning last year. The learning specialist worked with staff to develop their understanding of the reading curriculum and how we can best move the students on in their learning. Summarising and recounts were two of the focuses, as the student found these particularly difficult to do. We also worked on making connections to the book (connections to self, to the world and to text).

During remote learning the teaching staff worked together to determine lessons that the students could work on at home without too much support, but still be extending their knowledge. As the weeks of remote learning went on, the more comfortable the teachers were in setting challenging tasks, with greater variety. The lessons included student choice, more creative ways of presenting their work (posters, PowerPoint presentations, dioramas) – this increased the student's participation and enjoyment in their learning.

Achievement

One of the greatest things to come out of remote learning was the development of our Oasis program. In 2020 the Oasis program focused on the Grade 6 students who were disengaged, lacking confidence in their own learning ability, anxious or found school challenging. Nine students were chosen for the program to work with three integration aides. Students worked in the program for the first three hours of the day to complete their literacy and numeracy work, individualised for their own learning needs. Due to the return to remote learning in Term 4, the students spent approximately 10 weeks in the program over Term 3 and 4. By the end of Term 4, we had nine incredibly confident, independent learners who knew exactly what they needed to learn.

The success of this program has meant that we need to ensure Oasis is able to continue in the future.

Engagement

Remote learning was incredibly hard for some of our families. Throughout the year we continually modified the learning tasks to make it easier for our families to access the learning at a time that worked for them (not necessarily during the traditional school hours). We started the remote learning with all pen and paper tasks, as the year continued with added more and more group support for the students, not just messaging and talking to the teachers one on one. The integration aides were integral to the school based remote learning work. We had between 20% and 25% of our students at school on any day. The students completed the same work at the students at home and built on connections with other students and staff. Particularly during remote learning 1; this really helped the parents who had students struggling to complete the learning.

Wellbeing

The well being of the staff and students was front of mind throughout the entire year. It was vital that the school community was connected to the school, especially during remote learning. This was also incredibly important to focus on each time we came back to school from remote learning; the uncertainty of the future made it really difficult for everyone.

Ensuring the students maintained a connection with their classroom teacher and their peers was hugely important – school is all about relationships. This was even more important when the world was so uncertain.

The school staff really took on the wellbeing role well, thinking about what the students really needed, how they were feeling and getting on their level. The relationships between the staff and the students were strengthened over the year, which has really supported their learning in the classroom. The staff have been looking at the students in a different way – look at their whole life not just the classroom.

Financial performance and position

2020 was a difficult year to manage finances. We went into the year with a plan on how we wanted to spend each of the budget, however with the impact of COVID money had to be spent in various areas – for example the photocopying budget was blown out of the water, but other areas were not used, for example CRTs.

The staffing budget was also impacted in 2020. The learning specialist was appointed acting principal at another school at the beginning of Term 4.

The wellbeing coordinator was on medical leave for a large period of time last year. She was replaced for part of the time but not all the time.

The Grade 1/2 classroom teacher took leave from the beginning of the year. She was not replaced for most of Term 2 due to the way we set up the lessons through remote learning. The class was taught by the learning specialist.

**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.

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 133 students were enrolled at this school in 2020, 60 female and 73 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.
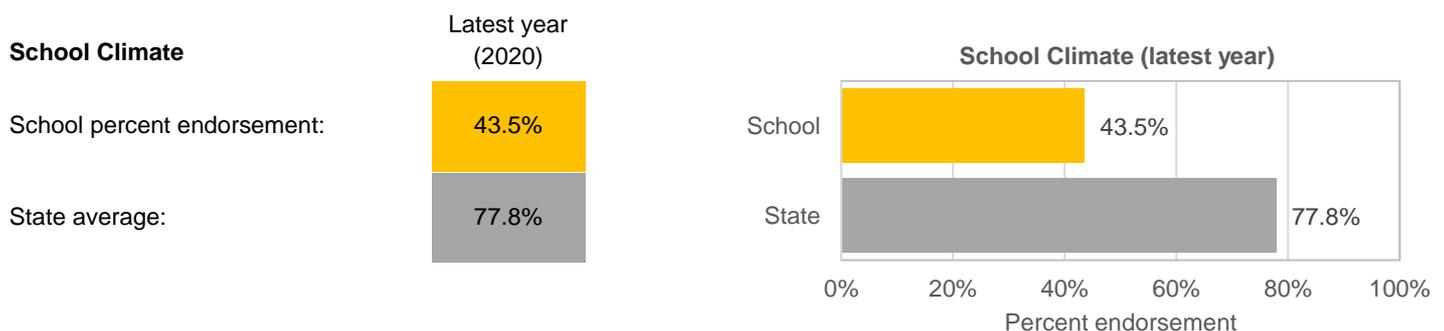
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)
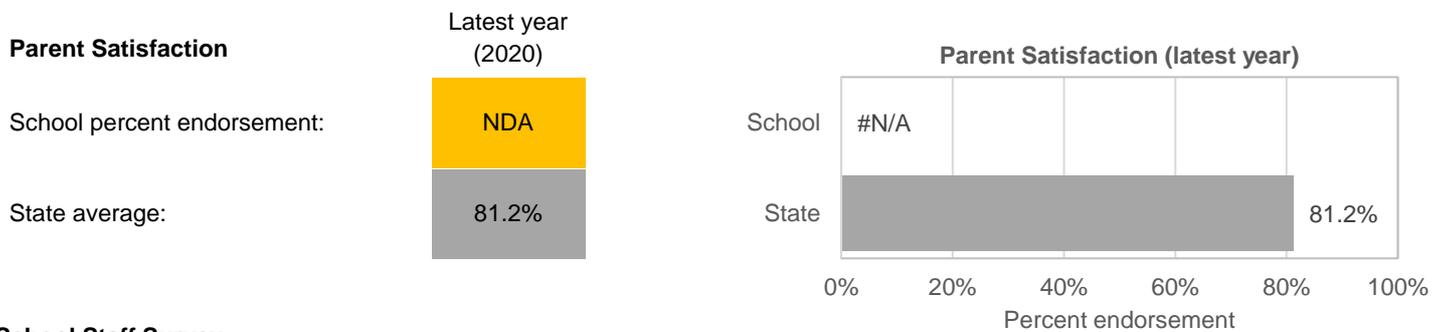
School #N/A
State 81.2%

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.

School Climate	Latest year (2020)
School percent endorsement:	43.5%
State average:	77.8%

School Climate (latest year)

School 43.5%
State 77.8%

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

Latest year
(2020)

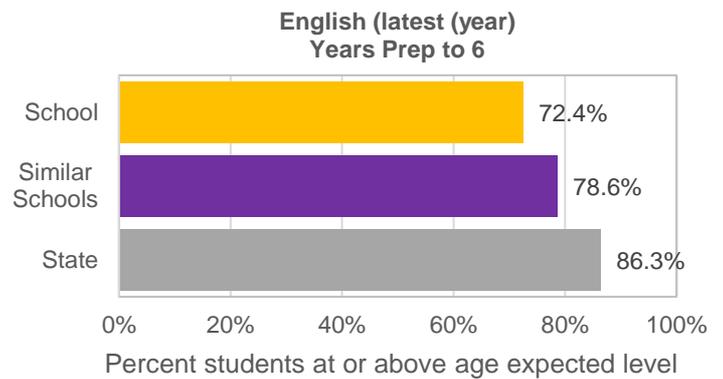School percent of students at or above age expected standards:
| 72.4% |

Similar Schools average:
| 78.6% |

State average:
| 86.3% |

English (latest (year)
Years Prep to 6

School — 72.4%
Similar Schools — 78.6%
State — 86.3%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:
| 66.2% |

Similar Schools average:
| 77.7% |

State average:
| 85.2% |

Mathematics (latest year)
Years Prep to 6

School — 66.2%
Similar Schools — 77.7%
State — 85.2%

Percent students at or above age expected level
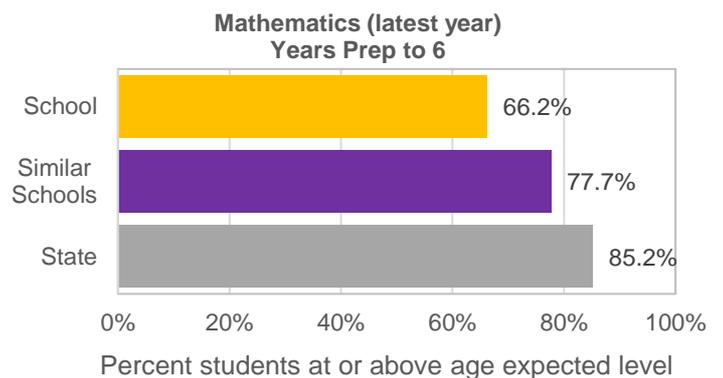
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

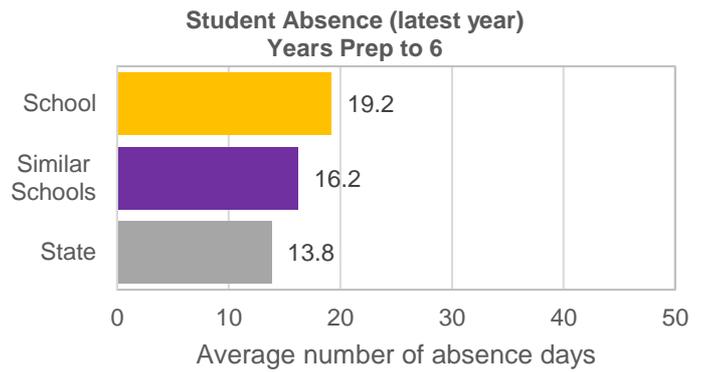NAPLAN tests were not conducted in 2020.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	19.2	19.1
Similar Schools average:	16.2	16.9
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	19.2
Similar Schools	16.2
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	88%	92%	85%	92%	95%	90%

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	64.0%	75.3%
Similar Schools average:	75.6%	78.0%
State average:	79.2%	81.0%
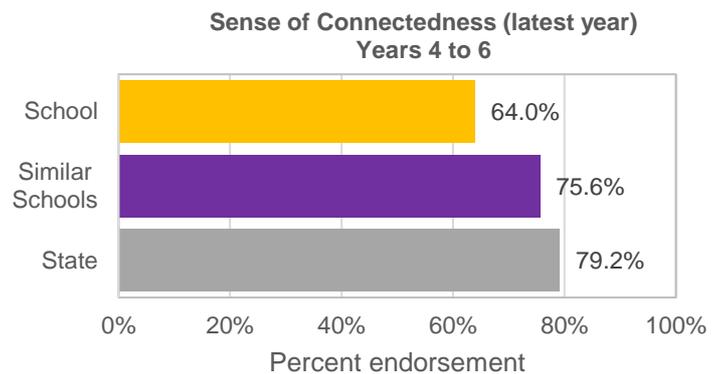
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School 64.0%
Similar Schools 75.6%
State 79.2%

Percent endorsement

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	51.1%	74.1%
Similar Schools average:	75.2%	79.0%
State average:	78.0%	80.4%
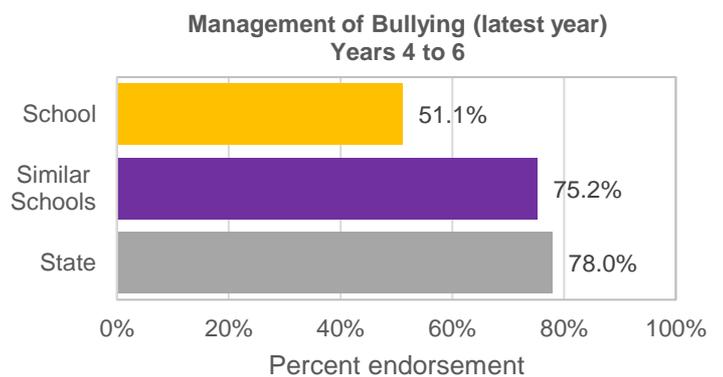
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School 51.1%
Similar Schools 75.2%
State 78.0%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$1,432,582
Government Provided DET Grants	$271,807
Government Grants Commonwealth	$17,380
Government Grants State	NDA
Revenue Other	$6,639
Locally Raised Funds	$24,904
Capital Grants	NDA
Total Operating Revenue	**$1,753,312**

Equity [1]	Actual
Equity (Social Disadvantage)	$122,074
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$122,074**

Expenditure	Actual
Student Resource Package [2]	$1,355,160
Adjustments	NDA
Books & Publications	$363
Camps/Excursions/Activities	$16,052
Communication Costs	$1,556
Consumables	$44,563
Miscellaneous Expense [3]	$3,121
Professional Development	$2,232
Equipment/Maintenance/Hire	$39,665
Property Services	$64,491
Salaries & Allowances [4]	$132,749
Support Services	NDA
Trading & Fundraising	$1,405
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$19,197
Total Operating Expenditure	**$1,680,554**
Net Operating Surplus/-Deficit	**$72,758**
Asset Acquisitions	**NDA**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$73,630
Official Account	$9,730
Other Accounts	NDA
Total Funds Available	**$83,360**

Financial Commitments	Actual
Operating Reserve	$51,191
Other Recurrent Expenditure	$1,408
Provision Accounts	$1,784
Funds Received in Advance	$3,000
School Based Programs	$10,562
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$11,330
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$79,275**

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.