

2023 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 07 May 2024 at 04:27 PM by Christine Robinson (Principal)

- This 2023 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 10 May 2024 at 10:52 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).

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Newborough Primary School has a dedicated workforce focused 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 108 enrolled in 2023, with a few students coming and going throughout the year. We ran six classrooms with an average of 18 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, 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

The school undertook its four yearly School Review. This was a great time to stop and see what we had achieved over the past four years and to plan for the next four years.

The main focus for learning was on the teaching of writing. All staff, including the support staff, undertook writing professional development. With the whole staff undertaking the training, this allowed everyone to understand the writing process and enabled them to support all the students they were working with, either in the whole class setting, individual students or intervention groups. The impact of the writing program was that the students connected with their writing, finding inspiration from their own lives to write about.

The focus on reading continued to be on independent reading - the students' ability to stop what they were doing and reading for meaning and enjoyment. This included increasing the student's reading stamina. The focus for the teacher was to increase each student's reading skills to allow them to read independently. The reading program continued to be supported by the Sounds Write phonics program. All staff were trained in the teaching of Sounds Write, with a particular focus on teaching the program in the junior classrooms.

The focus on maths was to engage our students in the learning of maths. For the junior classes this meant ensuring the students had the fundamental knowledge required in later years. It is this group that have struggled from the impact of home schooling, both academically and socially. The senior classes built on the knowledge they gained in the earlier years. The teachers ensured that they had a complete understanding of what was taught in the earlier years, by testing not only their current year level but also that of previous years.

Wellbeing

The school employed a learning specialist to focus on disability inclusion. A new program with the Department of Education; once a firm understanding of the role was established, the disability inclusion coordinator worked with the staff to ensure that all our students who required the additional support were supported in the classrooms. This included refining our Student Support Group meetings with parents and carers and our Individual Education Plans. We ensured that our processes and documentation were assisting the students and their families.

The disability inclusion coordinator took leave from mid-term 3, reducing the focus on the additional support available for the staff. Department of Education regional support staff supported the school to fill the gap.

Our social worker focused on the social and emotional learning of the students. This included supporting the students with their friendship groups, emotional regulation, and individual struggles.

Reimplementing the School Wide Positive Behaviour Support program was the focus for the school. Reviewing the Behaviour Matrix; ensuring that we were focusing on the lessons most needed in the classroom, was the first action.

Our Newbee tickets (tokens given to students who display our school's values - Be Safe, Be Respectful and Be a Learner) were a focus for the staff, ensuring that our students were encouraged to continue their good work by being recognized for what they were doing. Our Newbee Shop was reinvigorated with the support of The Sixth Child. The Sixth Child donated a large quantity of prizes for the student to 'buy' with their Newbee tickets.

Engagement

Attendance continued to be a focus. The social worker connected with parents and carers to support them to ensure their children were attending school regularly and on time each day. Meetings are held with parents and carers to support the home environment and to hear the challenges that our families are having. For some of our families it includes supporting the parents and carers to physically get the students into the school grounds and for others, assisting by supporting the students after their parent / carer leaves after dropping them off.

Our school leaders continue to lead our weekly assembly, presenting the Newbee Awards to students who have excelled in our school values during the week. This is a wonderful opportunity for our leaders to step up into the leadership positions.

Our annual camping program included the grades 3 and 4 students attending a three-day camp to Forest Edge, the grades 5 and 6 students a three-day camp to Melbourne and the grade 2 students sleeping over at school. The Forest Edge and Melbourne Camps were fully funded under the Victorian Government's Positive Start Program.

The Art Centre in Melbourne again supported our school through the First Call Fund, sponsoring all students to attend shows at the Arts Centre, including the transport to and from the shows. The students were fortunate to view several shows throughout the year, with a variety of performances viewed, from circus acts to opera performances. This program is important as many of our students would not experience these events without the support of the Fund.

Financial performance

The financial focus is on ensuring we have the right staff in the right role. Hiring a disability inclusion coordinator to support the social worker and the school nurse focusing on the social and emotional learning of our students was important. The coordinator also worked closely with the learning specialist focused on teaching and learning, to ensure the staff were able to best meet the needs of the students.

The school accessed the Sporting Schools program to increase the students' participation in various sporting activities.

The school's Brekky Program continued to be funded by the Schools Breakfast Clubs Program. Daily we have 20 students accessing our Brekky Club program. Fresh apples are available for the students at recess and lunch time, and in the classrooms throughout the day. In addition to the Brekky Club Program and the fresh fruit, the program also supported many of our families with the addition of our community pantry.

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 108 students were enrolled at this school in 2023, 60 female and 48 male.

NDP percent of students had English as an additional language and 7 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).

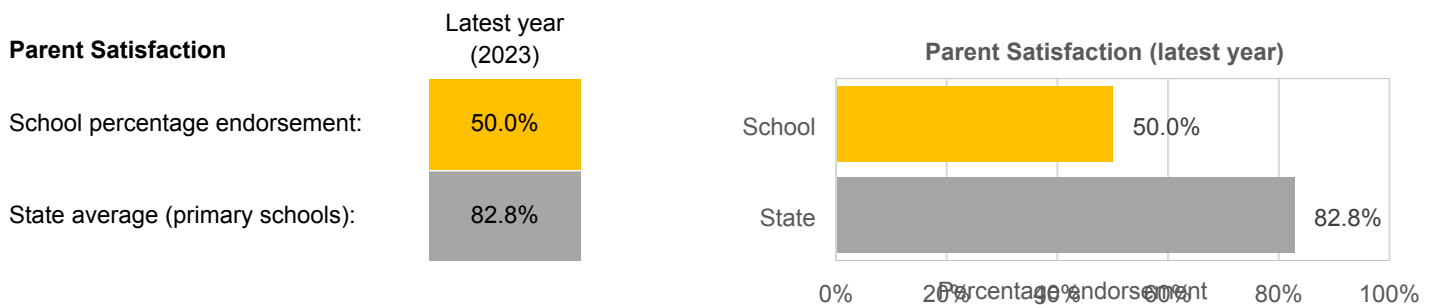
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The 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.

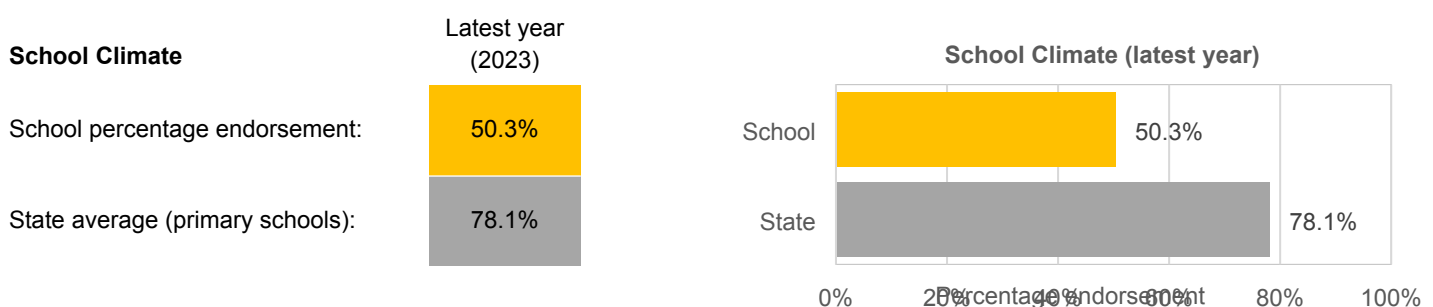


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

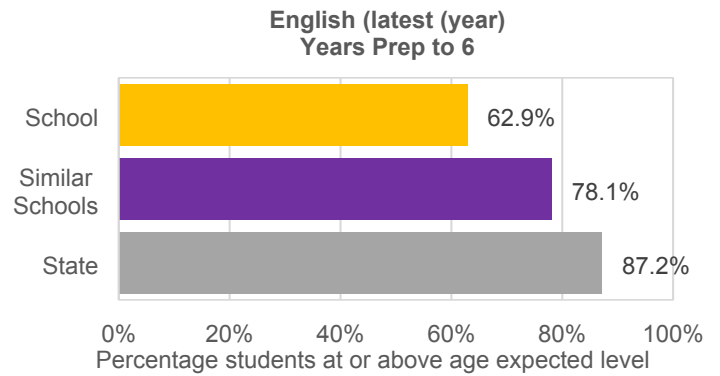
62.9%

Similar Schools average:

78.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

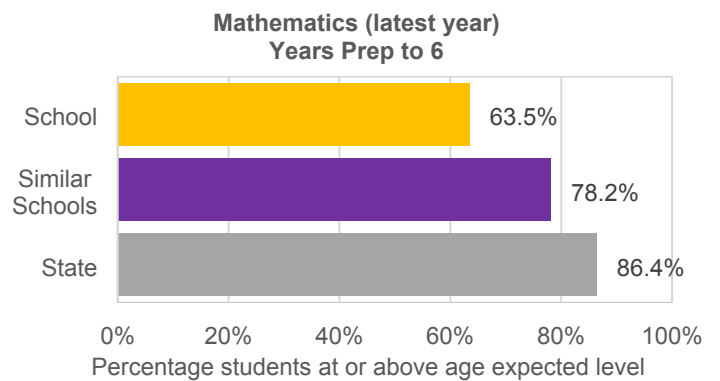
63.5%

Similar Schools average:

78.2%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

43.8%

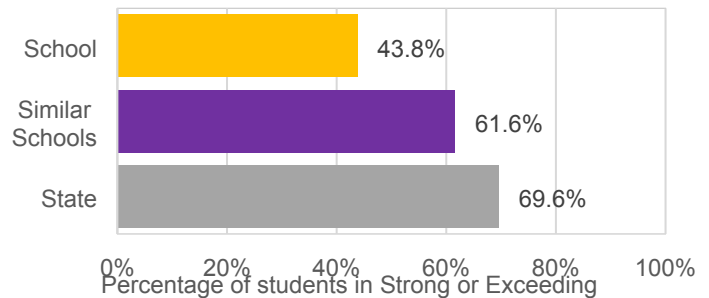
Similar Schools average:

61.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.0%

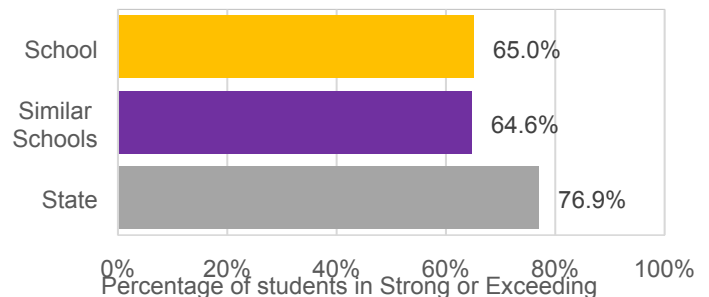
Similar Schools average:

64.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

29.4%

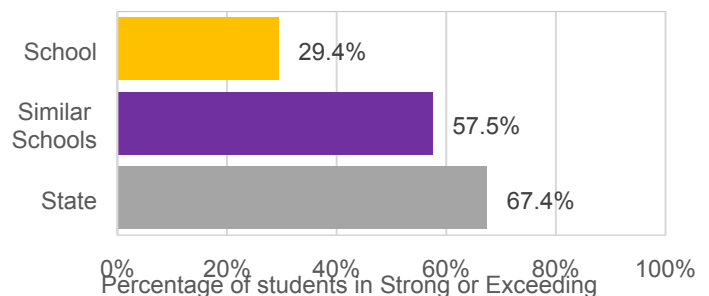
Similar Schools average:

57.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

55.0%

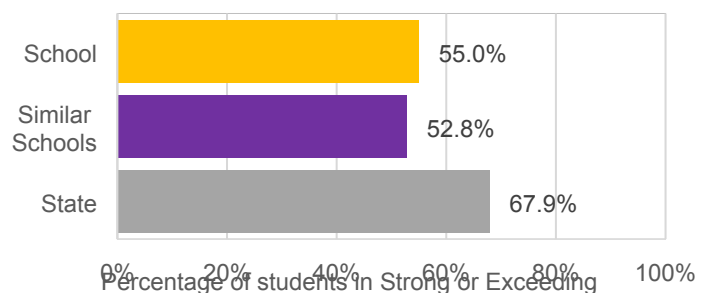
Similar Schools average:

52.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

50.0%

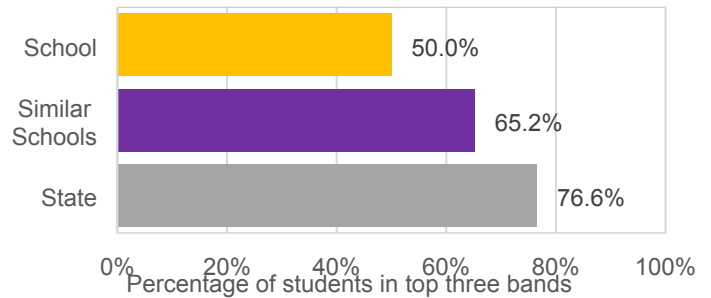
Similar Schools average:

65.2%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

55.6%

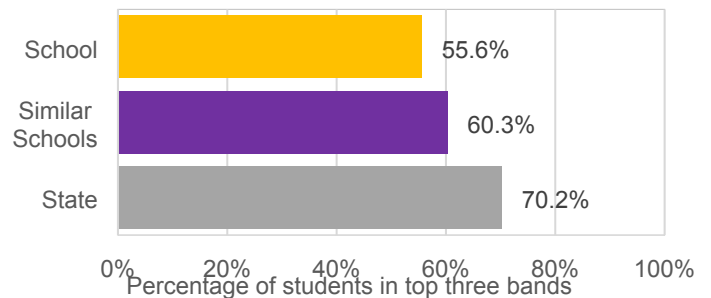
Similar Schools average:

60.3%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

30.8%

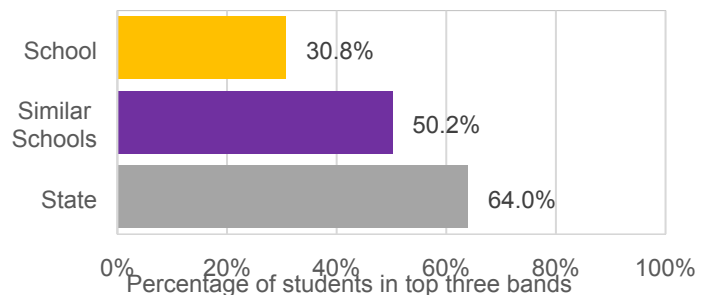
Similar Schools average:

50.2%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

0.0%

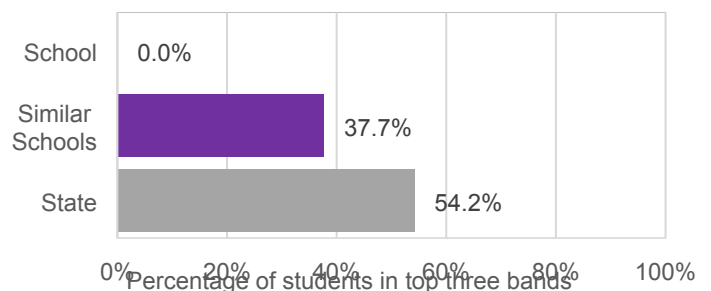
Similar Schools average:

37.7%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

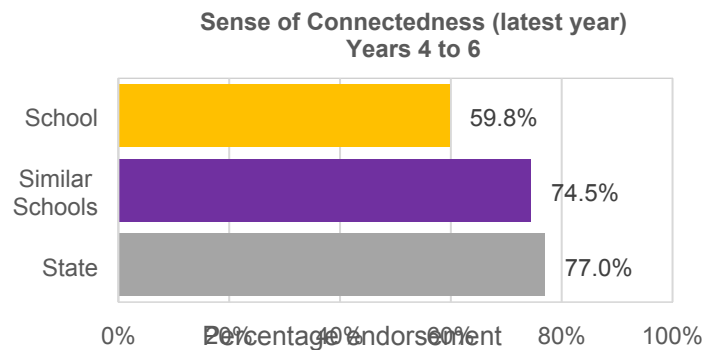
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The 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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	59.8%	69.2%
Similar Schools average:	74.5%	74.1%
State average:	77.0%	78.5%

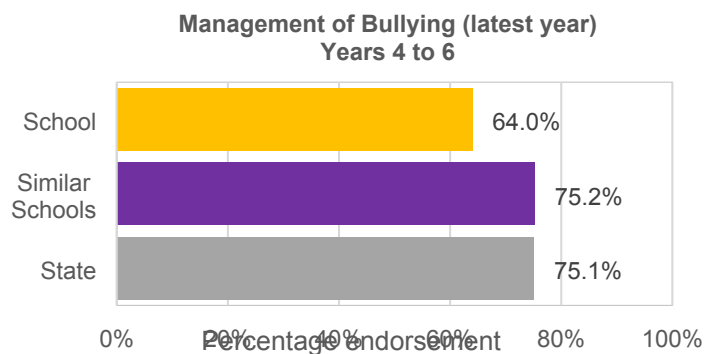


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	64.0%	69.2%
Similar Schools average:	75.2%	74.7%
State average:	75.1%	76.9%



ENGAGEMENT

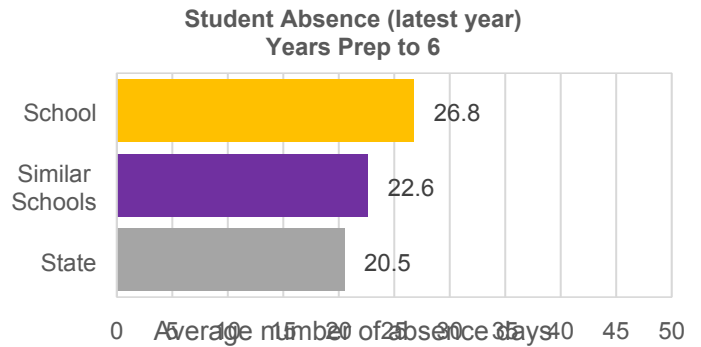
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School average number of absence days:	26.8	24.6
Similar Schools average:	22.6	20.6
State average:	20.5	18.1



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 (2023):	89%	85%	85%	85%	91%	86%	83%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,833,879
Government Provided DET Grants	\$376,643
Government Grants Commonwealth	\$14,803
Government Grants State	\$0
Revenue Other	\$47,441
Locally Raised Funds	\$24,661
Capital Grants	\$0
Total Operating Revenue	\$2,297,426

Equity ¹	Actual
Equity (Social Disadvantage)	\$110,622
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$110,622

Expenditure	Actual
Student Resource Package ²	\$1,722,826
Adjustments	\$0
Books & Publications	\$1,016
Camps/Excursions/Activities	\$11,235
Communication Costs	\$1,492
Consumables	\$22,980
Miscellaneous Expense ³	\$9,966
Professional Development	\$7,623
Equipment/Maintenance/Hire	\$26,376
Property Services	\$90,973
Salaries & Allowances ⁴	\$83,503
Support Services	\$41,990
Trading & Fundraising	\$51,078
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$14,678
Total Operating Expenditure	\$2,085,737
Net Operating Surplus/-Deficit	\$211,690
Asset Acquisitions	\$19,762

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$104,083
Official Account	\$37,848
Other Accounts	\$0
Total Funds Available	\$141,932

Financial Commitments	Actual
Operating Reserve	\$0
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
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	\$0

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.