

2018 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 2018 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 25 April 2019 at 12:14 PM by Christine Robinson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 26 April 2019 at 02:30 PM by Megan Nelson
(School Council President)

About Our School

School context

Newborough Primary School is a vibrant and welcoming school that attracts students from Newborough and surrounds. The school was opened in 1949 and has a current enrolment of 135 students. We have high quality and high tech learning infrastructure and a broad teaching program that includes physical education, art, music, Indonesian and kitchen garden.

Like other parts of the developed world, the Latrobe valley is a community in transition, so it is important that we prepare all of our learners for a changing world and uncertain future. Consequently, along with literacy and numeracy, our school curriculum guarantees the teaching and learning of the following skills:

- creativity & innovation
- critical thinking & problem solving
- communication & collaboration
- using technology & media safely and effectively

In short, our goal is for our students to be motivated learners who value themselves and their community, and have the knowledge, skills and attitudes that will see them thrive in all of their life endeavours.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence - Throughout 2018 the staff continued our work using the PLC initiative to focus on the teaching of numeracy and literacy. The importance of the PLC framework is represented in our timetable with additional time allocated to the meetings during the day and as part of the staff meetings.

Setting expectation and promoting inclusion - With the introduction of the Latrobe Valley Attendance Strategy the focus on increasing the school's attendance rate. Attendance at school is vital for student learning. The staff worked hard on ensuring that our attendance recording is accurate and the parents understand the importance of attendance.

Vision, values and culture - Our school continued our work around level one and two in the Marzano High Reliability schools framework. The work involved triangulating our data from School Wide Positive Behaviour Support Program, Respectful Relationships and Pivot Survey.

Achievement

With a focus on the teaching of literacy (in particular reading) the Leading Teacher attended the Leading Literacy for Leaders course ran through BASTOW. This course went through all the aspects of teaching literacy, and how to implement this in the school. The next step for this is to train another two teachers in the Leading Literacy for Networks course in 2019.

The Literacy PLC met each week after school with the whole teaching staff meeting together. These meetings included sharing teaching ideas and reading results - which included a data wall.

The Numeracy PLC had time dedicated during the school day. Teachers in the P-2 and 3-6 units met to share their pre test data, allocate groups and focuses and then the results of post tests. Both teams also worked on proficiency scales in Number. In the classroom the teachers implemented the work undertaken with the Numeracy coach in 2016 and 2017.

Engagement

Attendance is incredibly important for the education of each and every student. The implementation of the Latrobe Valley Attendance Strategy. A major aspect of this strategy was for the Wellbeing Coordinator to call parents when the students were absent for a length of time. Certificates were awarded for the students who had

great attendance at the end of each term. The introduction of Compass to record attendance, which included a message to all parents of students who were away at the beginning of the day. Parents are able to log in and record their child's absence.

In addition to the attendance work, the school implemented the Pivot Survey, which allows students to 'rate' their teachers. The feedback from this allows the teachers to adjust their teaching, making the classroom a more dynamic place to learn in.

Wellbeing

In 2018 the school brought together three aspects of wellbeing, School Wide Positive Behaviour Support Program, Respectful Relationships and the Pivot Survey.

School Wide Positive Behaviour Support Program has been in place at Newborough Primary School for approximately 10 years. In 2017 the School was chosen to be a Lead School for the Respectful Relationships Program, which has continued in 2018. The Pivot Survey (a survey for the students to share their opinions of the quality of the teaching they are receiving) was used in 2018. The triangulation of these three data sets was implemented in 2018. This allowed the staff to compare the data from each of the programs, rather than looking at them in isolation.

Newborough Primary School continued the Breakfast Club in 2018, with an increase in the number of days, extended to three mornings. This allows the children who don't have breakfast, or who would like something additional to eat, to fill their stomachs before the start of the day. Throughout 2018 the Breakfast Program included boxes of apples for students to eat during the school day.

Financial performance and position

Throughout 2018 the majority of staffing money was used to increase the number of classrooms to reduce the size of each classroom.

The school began the plans for the new administration building, library, art room and two classrooms. These will be completed in 2019. Money has been set aside for refurbishing the new buildings and to develop the gardens. The parents worked closely with the staff to organise and run a Harvest Festival. This was the major fundraiser for the school.

The Leading Teacher worked outside the classroom to assist in student welfare, ensuring that our at risk students were getting all the support that was possible.

For more detailed information regarding our school please visit our website at
<https://newboroughps.vic.edu.au/>

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 136 students were enrolled at this school in 2018, 56 female and 80 male.

0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>64%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>53%</td> <td>33%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>62%</td> <td>38%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>50%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>57%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	64%	14%	Numeracy	53%	33%	13%	Writing	62%	38%	-	Spelling	14%	50%	36%	Grammar and Punctuation	36%	57%	7%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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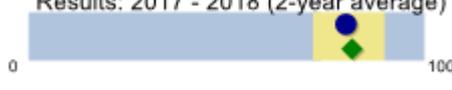
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	91 %	92 %	93 %	92 %	91 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	91 %	92 %	93 %	92 %	91 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,423,317	High Yield Investment Account	\$33,407
Government Provided DET Grants	\$254,053	Official Account	\$20,723
Government Grants Commonwealth	\$39,618	Other Accounts	\$11,848
Government Grants State	\$10,000	Total Funds Available	\$65,978
Revenue Other	\$14,412		
Locally Raised Funds	\$77,851		
Total Operating Revenue	\$1,819,251		
Equity¹			
Equity (Social Disadvantage)	\$161,449		
Equity Total	\$161,449		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,442,511	Operating Reserve	\$52,984
Books & Publications	\$398	Other Recurrent Expenditure	\$1,632
Communication Costs	\$1,778	Funds Received in Advance	\$3,806
Consumables	\$32,252	School Based Programs	\$33,200
Miscellaneous Expense ³	\$41,678	Funds for Committees/Shared Arrangements	\$4,500
Professional Development	\$8,765	Total Financial Commitments	\$96,122
Property and Equipment Services	\$130,384		
Salaries & Allowances ⁴	\$122,364		
Trading & Fundraising	\$17,770		
Travel & Subsistence	\$1,314		
Utilities	\$16,438		
Total Operating Expenditure	\$1,815,653		
Net Operating Surplus/-Deficit	\$3,598		
Asset Acquisitions	\$10,307		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

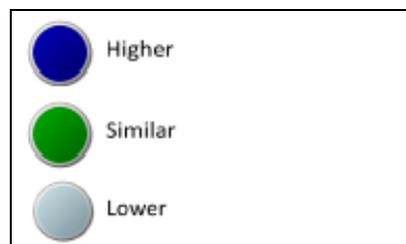


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').