

2019 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 2019 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 22 April 2020 at 03:13 PM by Christine Robinson (Principal)

The 2019 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 30 October 2020 at 02:28 PM by David Osborne (School Council President)

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.

Throughout 2019 Newborough Primary School ran 5 classrooms, Prep/1, Grade 1/2, Grade 3/4, Grade 4/5 and Grade 5/6.

The workforce consisted of one principal, a leading teacher, seven classroom teachers (one first year graduate and one third year teacher). At the beginning of 2019 a new substantive principal was appointed. Due to several reasons, the new principal was the fifth principal (or acting principal) in three year. The teacher for one of the classes changed over the year, due to maternity leave and staffing budget (the leading teacher then taught part time in the classroom). The classroom sizes were larger in 2019 than in previous years due to financial restraints. Each classroom was allocated an integration aide to support the learning of the students - along with supporting the students with disability funding. Six integration aides were employed across the five classrooms.

At the beginning of Term 2, the school was fortunate to be allocated a Teaching Improvement Partner two days a week, with the focus on improving the reading results across the school. The Teaching Improvement Partner worked with the two graduate teachers and as the year progressed, led PLCs and staff meetings around the teaching of reading.

Throughout Terms 1 and 2 the school underwent major building works, under the asbestos removal program. The buildings that were replaced included the staff room, the administration building, the library and the art room, these were all replaced in the new building, with the addition of two classrooms and a break out area.

The school undertook its School Review in Term 2. The leadership team were a vital part of the review team, along with the SEIL, two other principals and an external reviewer. This process required the review team to assess the school's performance over the past four years. Prior to the review, the principal and SEIL worked closely with the whole staff to work through Viviane Robinson's Reduce Change to Increase Improvement Engagement Theory.

Newborough Primary School is situated in the Latrobe Valley, 140km from the Melbourne CBD. At the beginning of 2019 the student enrolment was 121; with an increase by the end of the year to 132.

Framework for Improving Student Outcomes (FISO)

Throughout 2019 Newborough Primary School focused on:

School Review - The school undertook the required school review, analysing the progress of our school over the past four years. This was vital for the growth of the school, particular with the new principal from the start of 2019. All staff took part in the review; parents were invited to share their thoughts, student focus groups were undertaken, classroom observations and interviews will all staff member (by the review team).

During Term 3 the leadership team leading the goal setting once the review had taken place, assisting in developing the new Strategic Plan. In Term 4 the focus was on setting up the best environment for the Strategic Plan goals to be successful.

Excellence in Teaching and Learning - Building practice excellence & Curriculum Planning and Assessment- the teaching staff looked deeply into the English curriculum, with a particular focus on the teaching of reading and the learning expectations for students to develop. In the senior classroom the focus also included the importance of the students taking the lead on their learning - thinking more deeply about what they are learning.

This work was the focus of the weekly PLC meetings and a staff meeting, led by the Teaching Improvement Partner. This brought the teachers working closer and sharing their learning. Teams (Junior and Senior teachers) were developed and worked on the teaching in all their classrooms (not just their own).

Professional Leadership - Building Leadership Teams - with the new principal being appointed and beginning at the start of the 2019 school year, building the leadership team was vital. Initially this was to understand the context of the school and a deep understanding of where the school was situated academically. The school review assisted greatly with this process. As the year progressed, the leadership team took on leading the process of developing the new Strategic Plan.

Achievement

With the introduction of the Teaching Improvement Partner, Newborough Primary School put a huge effort into the teaching of reading across the school. The school can report a massive growth in the reading ability of the students across the school. At the beginning of the year, 44 percent of students were either 12 months or 6 months below level; at the end of the year this was 34 percent of students. Students working at level at the beginning of the year was 27 percent, by the end of the year 19 percent. Those students working either 6 or 12 months ahead of the expected level grew from 29 percent at the beginning of the year, to 47 percent at the end of the year. The focus for 2020 will be to continue the focused teaching and professional development around the teaching of reading. Along with reading, a focus on teaching numeracy (number and algebra, measurement and geometry and statistics and probability) will be implemented across the school.

Engagement

During 2019 Newborough Primary School introduced a Junior School Council - the students on the Council were elected by their peers to represent their class. The focus of the Junior School Council is to listen to the requests of the students, from the music we play to end recess and lunch time, to lunchtime activities and playground needs.

The principal spent considerable time in each classroom throughout the year to ensure she had a deep understanding of how the students were learning and the needs of the students. Towards the end of the year (and continuing into 2020) the principal met with groups of senior students to discuss how the school is going and what we need to do to improve it for them.

The Grade 6 students continued to lead the weekly assembly and take on other leadership roles within the school (organising the sports equipment use at recess and lunch time, leading games at break times and selling icy poles in the warmer months).

Wellbeing

From the beginning of the 2019 school year, the focus for the Wellbeing Coordinator was to engage the students who find schooling difficult and have difficult home lives. The Wellbeing Coordinator's time fraction increased from 4 days a week in Term 1 to full time from Term 2. The focus on connections with students were vital to increase the engagement of these students and families.

Across the school Respectful Relationships continued to be taught. The school withdrew from being a Respectful Relationships lead school to allow the teachers and leaders to focus inwardly on the development of our own students. The school still sees the program as a vital part of the students learning.

The Wellbeing Team met weekly to review the school's progress in School Wide Positive Behaviour Program, reviewing how it is currently taught, how data is currently collected and analysed. Changes were made to ensure it was user friendly and accurate. The Wellbeing Team will continue to work on this in 2020.

Financial performance and position

The new school building was covered by the Department of Education, however additional expenses were needed to make the new building more usable (eg air conditioners in the classrooms).

The school received \$127,084 in Equity Funding - this was used to cover the wages of the Well being Coordinator (and her programs) and the additional wages for the Education Support Staff (above the Program for students with disabilities funding).

The school received funding for Sporting Schools throughout the year, which has been used to support the Physical Education program taught in the classrooms.

The Latrobe Health Assembly granted the school \$10,000 for Health and PE. The focus of this grant was to improve the students' fitness and core stability (including fine and gross motor skills), with a flow on effect impacting on their learning. The grant was used to pay for equipment and specialist coaches to come in and teach the students.

Energy Australia granted the school \$10,000 for Science and Technology. The money was used to purchase STEM equipment, with a focus on robotics. Through 2019 the classrooms experimented with the equipment in weekly STEM lessons. In 2020, STEM will be a weekly lesson taught as a part of the specialist programs.

The business manager and principal worked closely to ensure the school was in a good financial position at end the school year.

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.

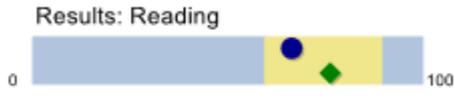
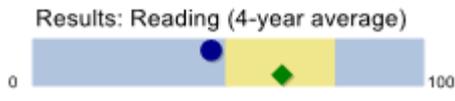
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 122 students were enrolled at this school in 2019, 55 female and 67 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Below </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Below </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>Below </p> <p>Below </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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>50%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>52%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>57%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>43%</td> <td>38%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>43%</td> <td>52%</td> <td>5%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	50%	15%	Numeracy	38%	52%	10%	Writing	33%	57%	10%	Spelling	43%	38%	19%	Grammar and Punctuation	43%	52%	5%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>88 %</td> <td>93 %</td> <td>86 %</td> <td>89 %</td> <td>92 %</td> <td>89 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	93 %	86 %	89 %	92 %	89 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

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Key: Similar School Comparison
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Below ●</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>Below ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,248,102	High Yield Investment Account	\$71,192
Government Provided DET Grants	\$205,454	Official Account	\$11,377
Government Grants Commonwealth	\$18,028	Other Accounts	\$0
Government Grants State	\$10,000	Total Funds Available	\$82,569
Revenue Other	\$9,224		
Locally Raised Funds	\$68,746		
Capital Grants	\$17,225		
Total Operating Revenue	\$1,576,779		
Equity¹			
Equity (Social Disadvantage)	\$127,084		
Equity Total	\$127,084		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,272,011	Operating Reserve	\$47,846
Books & Publications	\$452	Other Recurrent Expenditure	\$404
Communication Costs	\$1,513	Funds Received in Advance	\$2,800
Consumables	\$47,545	School Based Programs	\$8,835
Miscellaneous Expense ³	\$44,054	Funds for Committees/Shared Arrangements	\$11,330
Professional Development	\$4,027	Repayable to the Department	\$25,000
Property and Equipment Services	\$108,877	Total Financial Commitments	\$96,215
Salaries & Allowances ⁴	\$70,542		
Trading & Fundraising	\$8,736		
Travel & Subsistence	\$685		
Utilities	\$17,420		
Total Operating Expenditure	\$1,575,863		
Net Operating Surplus/-Deficit	\$917		
Asset Acquisitions	\$0		

(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 26 February 2020 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').