2017 Annual Report to the School Community

School Name: Newborough Primary School

School Number: 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 Regulation 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 2017 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 23 April 2018 at 11:54 AM by Tim Delany (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 Regulation 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 2017 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 30 May 2018 at 10:02 AM 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 140 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)

Improve teacher practice by embedding PLC learning and accountability processes with a focus on mathematics

Excellence in Teaching and Learning – Building Practice Excellence

Use our SWPBS framework to continue to promote a safe and positive learning environment.

Positive Climate for Learning – Set Expectations and Promote Inclusion.

Achievement

Our continued emphasis on evidence based PLCs and a school culture that is defined by the School-Wide Positive Behaviour and Support (SWPBS) framework has enabled us to see significant success in learning gain between years 3 and 5 and a generalised perception of safety and inclusion at the school. We have high expectations of our students and teachers and leverage the successful partnerships that we have with families and the broader community.

Engagement

Newborough Primary School is a School-Wide Positive Behaviour Support (SWPBS) school and we embed our school values of 'Be Safe', 'Be Respectful' and 'Be a Learner', in all that we do at school. Our students learn to enact these values at school and in the local community – we are sure that they will be model citizens in years to come. Newborough Primary Students also know that to be a successful learner they need to have a growth mindset and be prepared to enter the 'learning pit'; true learning occurs after a struggle that can include failure or multiple failures. We celebrate our learning with exhibitions and individual and class based rewards.

Our students report high levels of learning confidence and engagement. Over 2017 we worked hard with a number of families to improve attendance and there is more work to be done in this area in 2018. For example, we have improved our communication with families and our case management methodology for children who miss multiple days in the term.

Wellbeing

In 2017, we were selected to be a Respectful Relationships Lead School. The work that we have undertaken in the past year has greatly improved our capacity to create a safe learning environment for our students and to adjust our instruction to accommodate those who are experiencing or have experienced trauma. Our school community has become far more open about family violence and about how attitudes about gender can both limit and empower children and adults. We teach the Respectful Relationships curriculum in classes alongside our SWPBS values of be a learner, be safe and be respectful.

For more detailed information regarding our school please visit our website at
[enter web address here]

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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 139 students were enrolled at this school in 2017, 59 female and 80 male.

0 percent were EAL (English as an Additional Language) students and 2 percent 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.

| low | low-mid | mid | high |

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).

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

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: · English · Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ━━━━━━━━━ 100 Results: Mathematics 0 ━━━━━━━━━ 100	🟢 Similar 🟢 Similar

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

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 20 % / 53 % / 27 % Low / Medium / High **Numeracy** 25 % / 69 % / 6 % Low / Medium / High **Writing** 21 % / 57 % / 21 % Low / Medium / High **Spelling** 27 % / 67 % / 7 % Low / Medium / High **Grammar and Punctuation** 27 % / 40 % / 33 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

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.

Average 2017 attendance rate by year level:

Results: 2017

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
89 %	90 %	90 %	89 %	90 %	91 %	89 %

Lower

Lower

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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 ——————————— 100	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 ——————————— 100	Similar

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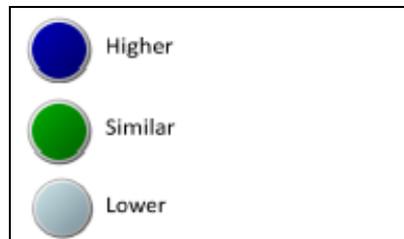
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* 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').

Financial Performance and Position

Financial performance and position commentary

The school has reported and operating surplus appropriate for the student enrolment and age of the facilities. School Council continues to monitor budgets and expenditure. The school received reimbursements for participating in activities relating to the Respectful Relationships program.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$1,310,329
Government Provided DET Grants	$222,749
Government Grants Commonwealth	$1,800
Government Grants State	$26,407
Revenue Other	$12,547
Locally Raised Funds	$79,455
Total Operating Revenue	**$1,653,288**
Equity[1]	
Equity (Social Disadvantage)	$108,929
Equity Total	**$108,929**
Expenditure	
Student Resource Package[2]	$1,268,897
Books & Publications	$342
Communication Costs	$2,307
Consumables	$38,191
Miscellaneous Expense[3]	$35,299
Professional Development	$8,839
Property and Equipment Services	$92,322
Salaries & Allowances[4]	$166,771
Trading & Fundraising	$13,123
Travel & Subsistence	$578
Utilities	$13,234
Total Operating Expenditure	**$1,639,903**
Net Operating Surplus/-Deficit	**$13,385**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$942
Official Account	$7,633
Other Accounts	$21,585
Total Funds Available	**$30,160**

Financial Commitments	
Operating Reserve	$30,160
Total Financial Commitments	**$30,160**

(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 05 March 2018 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.