

2018 Annual Report to The School Community



School Name: Newborough East Primary School (4670)



- 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 06 March 2019 at 04:01 PM by Julie Skee
(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 23 April 2019 at 03:00 PM by Jude Bergmann
(School Council President)

About Our School

School context

NEPS is a learning community where we work together to make a life, a living and a difference. The school promotes the Vales of Respect for Self, Others, Learning and Community and values the safe, caring and supportive environment it has established over many years with a focus on social, emotional, physical as well as academic development of children.

Newborough East is an attractive school set on 6.2 hectares with a population of approximately 318 in 2018. The school has a Principal, an Assistant Principal, 18 full time teaching staff and 20 educational support staff. We have spacious refurbished classrooms, a Gymnasium, Library facility, Art Room and Computer Room. We are situated across the road from the Moe Recreation Centre, swimming pool and athletics track, all facilities that we use regularly. In 2018 we had 13 composite classrooms and three straight Prep grades.

Staff have a strong commitment to developing their skills and undertake regular professional learning activities based on our key priorities with a strong focus on Numeracy. Parent involvement is strongly encouraged and we have many volunteers who help out in our school. The School Council is active and productive and understands the focus of the school.

Framework for Improving Student Outcomes (FISO)

In 2018, NEPS continued in a FISO Network with other schools in the Moe Network around the development of Middle Leaders and PLTs (Professional Learning Teams), under the FISO (Framework for Improving student Outcomes) areas of Excellence in Teaching and Learning- Building Practice Excellence and Professional Leadership- Building Leadership Teams. The NEPS Leadership Team was able to work together to develop clear team goals, setting clear roles for each staff member in the team. The commitment from the team was to develop high performing PLTs through the PLT Professional Learning opportunities offered by DET. .

The Principal Team has worked with the local Moe and La Trobe Valley Principal Networks to develop a positive relationship and shared focus for the FISO Network. Some of the Network schools are beginning the FISO path in the area of PLTs, which gives NEPS the opportunity to lead from experience.

The Leadership Team continued to work on School Improvement in 2018, which is how the school's processes and procedures will change to improve student outcomes. The commitment of the School Improvement team is to make changes that impact the most on student outcomes, with the mantra of "Fewer things done better".

Achievement

In 2018, NEPS continued our strong focus on Maths with staff working in their PLT teams to pre-test, analyze, plan the learning activities, implement and post-test as per the Griffin model approach. An increase in pedagogical knowledge was evident in teacher's discussion about their teaching practice. A positive change in student attitude towards Maths is also more evident.

Our results in teacher-assessed judgments in both English and Mathematics are higher than the state average, although similar in the NAPLAN Comparison. The focus of the school in 2018 has been improving Numeracy outcomes for all students, in particular the Numeracy NAPLAN growth from Grade 3 to 5. The results of this focus have been an increase on the 2014-2016 data with 65% of our students showing Medium or High growth in Maths from Grade 3 – 5.

In 2018 NEPS employed an experienced teacher in the area of literacy to facilitate a literacy support program who worked predominately with the students in the junior area. Via close analysis with teacher assessment data

captured in the literacy profiles students were selected and target areas were identified. A teacher also supported students through the Bridges Literacy program which is also run with volunteers. Prep and Grade 1 students that needed extra speech/language support were also catered for, in part, through SPA (Speech Program Assistance) and Prep Phonological Awareness program, where we trained another ES staff member. All programs were supported by the Latrobe Valley Support staff who provided additional assessments and guidance when required.

Staff have regular professional learning sessions based on the Annual Implementation Plan and areas of need. Formative assessment strategies were a continued focus in 2018 with a Curriculum Day focusing on building teacher capacity in the area of teaching and learning being the predominant focus. We are building a strong culture of being a Learning Community where we support each other's learning and professional development. All P-6 teachers followed an assessment schedule for literacy and numeracy, with additional time provided for teachers to administer and analyze student results.

Engagement

NEPS is focusing on students being more engaged in their learning through the use of inquiry learning, increased ICT (Information and Computer Technologies) usage and them having a greater participation in how and why they are learning. Classroom Observations have focussed on Student Engagement in their learning by asking them to explain their actions by answering three questions; "What are you learning?", "How do you know if you are successful?" and "What do you do when you get stuck?". We have had a strong focus on developing all students' leadership skills through programs such as PALS, School Captain and House Captain roles and many students have shown increased confidence to be student leaders.

Wellbeing

After a SFYS grant in was gained in 2016 the NEPS Shed was fully operational in 2017. Whilst initially targeting disengaged boys in the senior sector of the school, the value of a hands on, skill based program was identified as being beneficial to all senior students, with classes being timetabled to the shed to complete a variety of different projects with staff and community volunteers. All Grade 6 boys also took part in a series of Rock and Water sessions to build self-esteem, self-confidence and to become honourable men. The highlight for most boys was being able to break a piece of wood with a karate chop. For musically talented and theatrical students the annual production was again held. Around 75 students were involved giving up after school hours as well as an hour of class time for two terms to put on an excellent production. In addition to these programs a self funded art therapy program was facilitated by a suitably qualified educational support staff member and a strong partnership with the Latrobe Community health service and other external providers allowed us to offer a professionals in schools program. The school's strong partnership with the LCHS allowed us to offer the POP program to approximately 20 students. This program allowed students to gain a better understanding of their feelings and emotions through a variety of activities such as mindfulness, dog therapy, art therapy and music therapy.

Financial performance and position

2018 saw the year end with a surplus budget. This was largely due to staffing savings which resulted from members of our leadership seconded to other schools in Acting Principal or Assistant Principal positions. Extraordinary expenditure items resulted in the budget areas of casual replacement staff (due to one of our seconded teachers being replaced by an agency staff member for a substantial period of time) and within the Integration budget (which saw a significant deficit due to the number of students who presented with significant learning or behavioural needs who needed support). This support was self funded whilst applications under the program for students with disabilities applications were prepared for these students. The school was fortunate again in 2018 to be supported by a well organised and parent supported fundraising




committee, who, through events such as drives, raffles and the annual school fete were able to purchase new playground equipment for the students.
Donations and additional BBQs coordinated by the Acting Primary Welfare Officer also allowed for projects such as lunchtime activities, new sporting equipment, classroom furniture and curriculum consumables.
Equity funding was strategically distributed in order to support both the curriculum and social/emotional needs of students most at risk.

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 308 students were enrolled at this school in 2018, 153 female and 155 male.

ND were EAL (English as an Additional Language) students and 3 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.



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: 

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> Similar</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> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>46%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>51%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>42%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>53%</td> <td>31%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>56%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	46%	23%	Numeracy	34%	51%	14%	Writing	36%	42%	22%	Spelling	53%	31%	17%	Grammar and Punctuation	25%	56%	19%	<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>93 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	93 %	91 %	92 %	91 %	87 %	<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> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	93 %	91 %	92 %	91 %	87 %										

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	\$2,777,342	High Yield Investment Account	\$33,788
Government Provided DET Grants	\$446,656	Official Account	\$36,828
Government Grants Commonwealth	\$675	Other Accounts	\$10,878
Revenue Other	\$14,604	Total Funds Available	\$81,493
Locally Raised Funds	\$227,400		
Total Operating Revenue	\$3,466,678		
Equity¹			
Equity (Social Disadvantage)	\$248,607		
Equity Total	\$248,607		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,667,861	Operating Reserve	\$81,493
Books & Publications	\$3,218	Total Financial Commitments	\$81,493
Communication Costs	\$3,574		
Consumables	\$80,784		
Miscellaneous Expense ³	\$119,736		
Professional Development	\$14,338		
Property and Equipment Services	\$136,792		
Salaries & Allowances ⁴	\$277,285		
Trading & Fundraising	\$64,715		
Utilities	\$25,284		
Total Operating Expenditure	\$3,393,587		
Net Operating Surplus/-Deficit	\$73,091		
Asset Acquisitions	\$37,482		

(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)

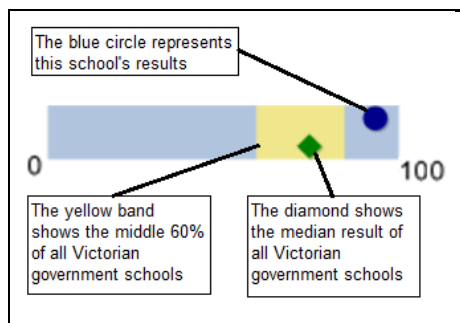
Engagement

- 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).

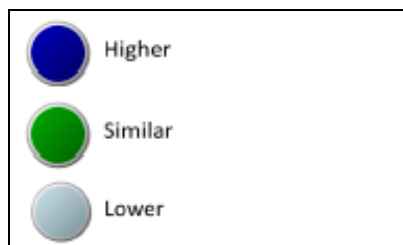


What does *School Comparison* refer to?

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').