

# 2020 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](http://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 2020 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 29 April 2021 at 02:45 PM by Julie Skee (Principal)

The 2020 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 April 2021 at 10:01 AM by Deborah Nay (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### What is 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 a disability 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').

## 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 328 in the August 2020 census. The school has a Principal, an Assistant Principal, approx. 18 full time teaching staff and 25 educational support staff. We have spacious refurbished classrooms, a Gymnasium, Library facility, Art Room, Computer Room, STEM Room and Music Room. We are situated across the road from the Moe Recreation Centre, swimming pool and athletics track, all facilities that we use regularly. In 2020 we had 15 classrooms which included 2 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 2020, NEPS continued in a FISO Network with other schools in the Moe Network around building leadership capacity 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.

The Leadership Team continued to work on School Improvement in 2020, 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 2020, 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. Staff also developed Essential Learning documents for Number & Algebra. A positive change in student attitude towards Maths is also more evident.

Due to NAPLAN being cancelled in 2020, due to COVID-19, data available comparing our school with similar schools and state average is not available.

In 2020 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. Prep and Grade 1 students that needed extra speech/language support were also catered for, in part, through STA (Speech Therapy Assistance) and Prep Phonological Awareness program, where we trained another ES staff member. This was delivered remotely to student identified during both remote learning stages. All programs were supported by the Latrobe Valley Support staff who provided additional assessments and guidance when required.

All P-6 teachers followed an assessment schedule for literacy and numeracy, with additional time provided for teachers to administer and analyze student results. The continued to provide Professional Practice Days to all teaching staff on a pro rata basis with the focus being on teacher collaboration, planning and assessment.

**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?”. Whilst classroom observations were effected due to remote learning, the Principal Team were still able to engage with student leaders via Webex to support them in their leadership of the student body. We have had a strong focus on developing all students’ leadership skills through programs such as School Captain and House Captain roles, Junior School Council, Garden programs and Library monitors and many students have shown increased confidence to be student leaders.

**Wellbeing**

The NEPS Shed continued to operate in 2020 when COVID-19 restrictions allowed. Through partnerships with Energy Australia, we secured a donation of that enabled the sTEM and Robotics programs to improve resources. Our 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 began the process of engaging in having our own Therapy Dog which will continue in 2021. We wish to recognise the importance of our school garden and maintenance program in contributing to the wellbeing and positive mental health of our students. Our programs and gardens also received external awards such as the John Ruyg Encouragement Award. As a Respectful Relationships Partner School we were actively engaged in work within our cluster in the space and students attended several activities and events focusing on calling out family violence and bullying. Staff participated in a number of events also. We were also successful in our application to become recognised as a Respectful Relationships Lead School. Throughout remote learning, four staff members from the school also produced weekly episodes of "The IsoLate Show" in order to keep our school community connected whilst all students were unable to be on-site. This provided a welcome distraction for our school and wider community as well as provided fundraising opportunities through the sale of merchandise which contributed funds to our wellbeing programs.

**Financial performance and position**

2020 saw the year end with a surplus budget. This was largely due to staffing savings which resulted from members of our staff being seconded to other positions within the Department. They were backfilled by existing staff or graduate teachers. There was extraordinary expenditure in the budget area of casual replacement staff due to the COVID-19 restrictions which increased sick leave following COVID tests and flu like symptoms. Student Welfare budget was also accessed more frequently due to the wellbeing needs of our school community throughout remote learning and COVID-19 restrictions. Whilst the number of activities that the fundraising committee could run were limited due to COVID-19 restrictions, those that did take place were well supported by families, staff and the wider school community. Due to the pressures put on families as a result of the pandemic, the school also gifted school photos to each student and covered all associated costs of these photos and the grade 6 graduation. Some specialist staff working remotely were able to secure grants to support students and school-based programs. Equity funding was strategically distributed in order to support both the curriculum and social/emotional needs of students most at risk.

# 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.

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 328 students were enrolled at this school in 2020, 178 female and 150 male.

2 percent of students had English as an additional language and 5 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) which takes into account parents' occupations and education.

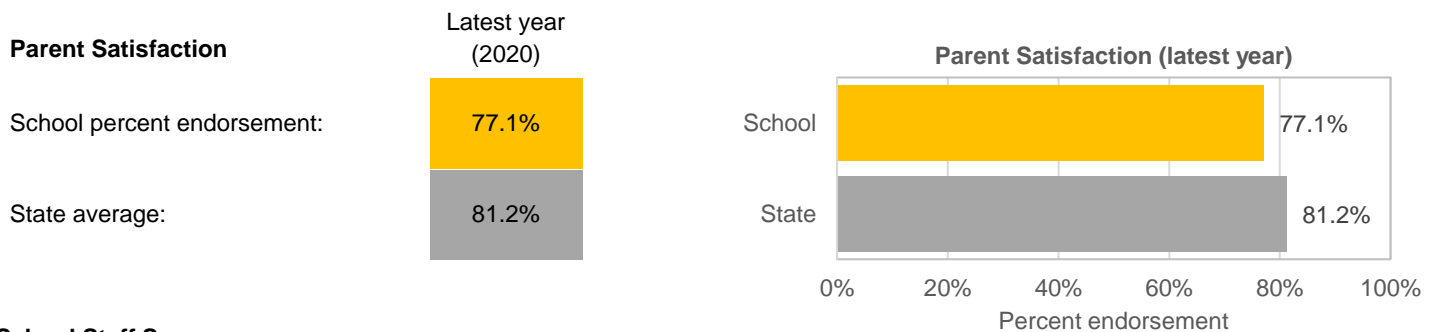
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

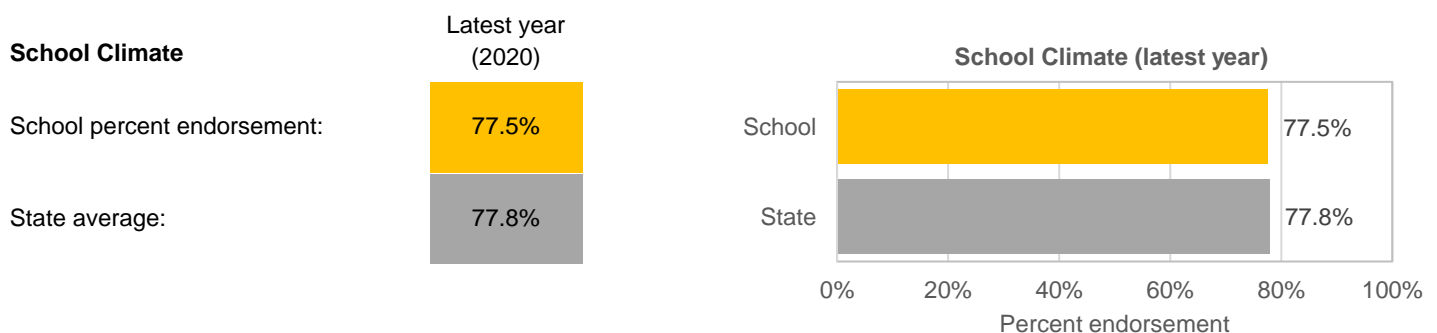


### School Staff Survey

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.



## ACHIEVEMENT

**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

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

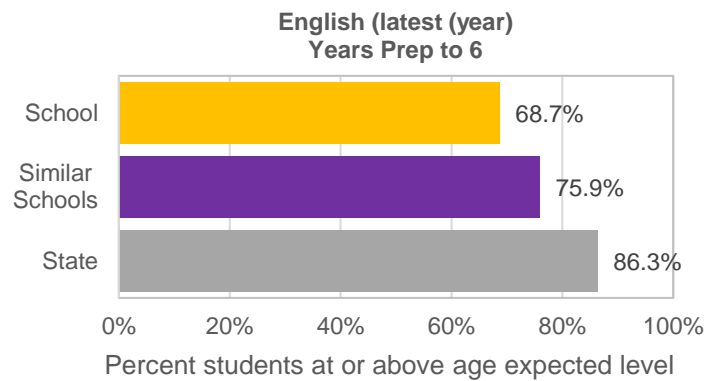
68.7%

Similar Schools average:

75.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

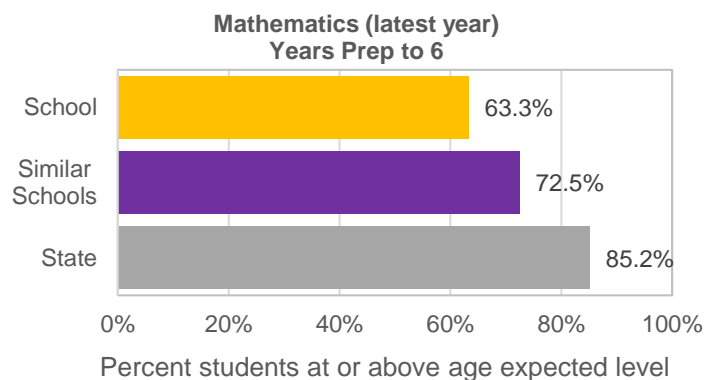
63.3%

Similar Schools average:

72.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

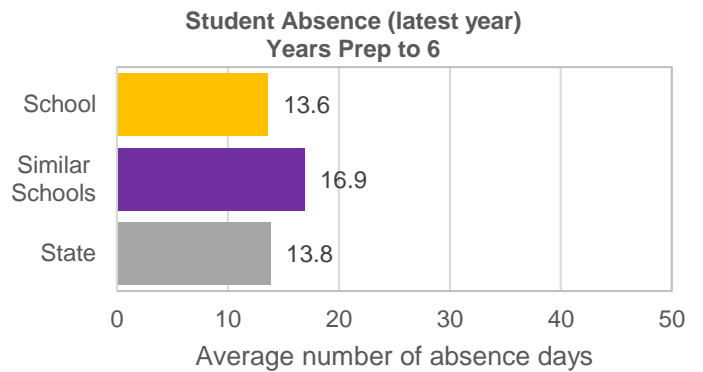
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.6	17.1
Similar Schools average:	16.9	17.4
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	92%	94%	94%	95%	92%	92%



## WELLBEING

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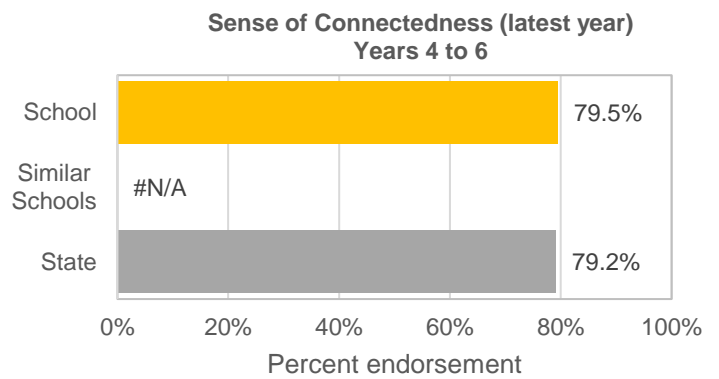
### Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	79.5%	81.9%
Similar Schools average:	NDP	78.0%
State average:	79.2%	81.0%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

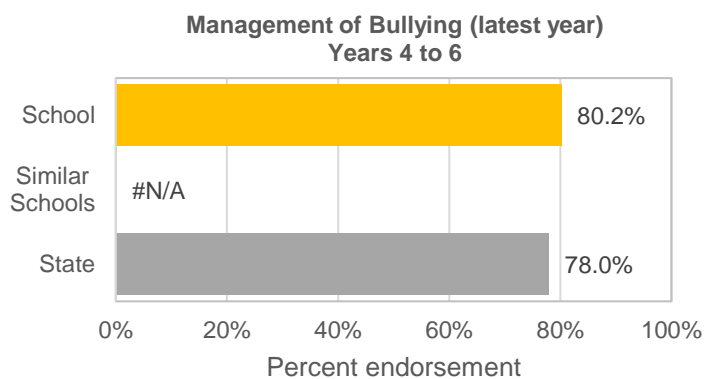
### Student Attitudes to School – Management of Bullying

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	80.2%	80.6%
Similar Schools average:	NDP	78.0%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,080,561
Government Provided DET Grants	\$659,213
Government Grants Commonwealth	\$1,913
Government Grants State	NDA
Revenue Other	\$10,633
Locally Raised Funds	\$106,816
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,859,136</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$403,968
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$403,968</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,975,390
Adjustments	NDA
Books & Publications	\$3,856
Camps/Excursions/Activities	\$15,258
Communication Costs	\$3,334
Consumables	\$89,857
Miscellaneous Expense <sup>3</sup>	\$11,101
Professional Development	\$6,222
Equipment/Maintenance/Hire	\$99,151
Property Services	\$182,634
Salaries & Allowances <sup>4</sup>	\$364,168
Support Services	NDA
Trading & Fundraising	\$26,735
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$42,232
<b>Total Operating Expenditure</b>	<b>\$3,819,938</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$39,198</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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 01 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$36,893
Official Account	\$18,877
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$55,770</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$55,770
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$15,770
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$111,540</b>

*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.*