

## 2013 Annual Report to the School Community

**Newtown  
Primary  
School**

**School  
Number:  
1887**



Name of School Principal: Amanda Hay

Name of School Council  
President: Tony Hedley

Date of Endorsement: April 22, 2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

## About Our School

Newtown Primary School has an enrolment of 239 students. The catchment area is broad, with students travelling up to 32 km to attend our school. The school has a strong culture of RESPECT with particular emphasis on respect for self, respect for others, respect for learning and respect for the environment. Respect for learning and environment are reflected in the focus on building a sustainable future. Living the pursuit of sustainability is demonstrated in our commitment to waste and energy management and the establishment of our grounds to incorporate edible gardens and shaded areas.

Our school has a strong record of performance in both Literacy and Numeracy. Students have personal commitment to their learning by participating in setting learning goals and monitoring their progress as they engage in meaningful tasks. Additional programs are offered in the areas of Physical Education, the Arts, Library Studies, Computer Technology, Indonesian. A literacy intervention program ensures additional support is given to students across the school in reading and writing.

The Newtown community is active in our school at many levels. From the formal School Council structure through to student led conferences and informal community picnics, the community demonstrates a close connection to the school.

Our school buildings and grounds are a source of great pride as our entire community work together to keep these learning spaces safe and attractive.

In recent years, cultural diversity has become a feature of our school. Students from Sri Lanka, Indonesia, Iran, Vietnam, India and China participate fully in our school program and enrich our lives through their generous sharing of the culture of their mother country. Newtown Primary School has 13.4 teaching staff, 1 Principal and 2.6 (EFT) Education Support Staff.

Achievement	Engagement	Wellbeing
<p>Trend data in Literacy and Numeracy indicate that school programs are strong in preparing students in these areas. In particular, Newtown students have demonstrated significant relative growth in the areas of reading and in grammar and punctuation.</p> <p>Teacher judgments, drawn from a variety of assessment sources, confirm the 'above average performance' in reading.</p> <p>Recent curriculum review in response to the work of John Hattie has strengthened instruction across all essential learning areas. Assessment practices allow students and teachers to work together to plan for explicit teaching at point of need. Learning conferences bring teachers and students together to celebrate progress and set new goals as they progress through the learning continuum. These are shared with families at 'student-led conferences'.</p> <p>During 2014 work will continue in embedding this work into current practice with a view to increasing consistency across the school.</p> <p>In particular, focus will be placed on developing consistency in the teaching of spelling and mathematics. Staff will work together with external consultants to develop scope and sequence documents which support the pedagogical content knowledge of our staff. We will also network with the <u>Australian Maths and Science Institute</u> along with a cluster of local schools to share best practice.</p>	<p>School attendance data indicates that instances of non-attendance are generally due to illness or family holidays. There are few instances of unexplained absences.</p> <p>The value of RESPECT is now part of our school culture and the language is used readily by all staff. In 2014, our challenge will be to keep this value alive. In particular we will be encouraging all students to also use the language of RESPECT.</p> <p>All Year 6 students are school leaders. In 2013 all senior students took part in a leadership training day. This day focused on the qualities of a leader and allowed time to plan for their leadership role. The feedback from this day will feed into a modified program for 2014. The notion of 'leadership' will be extended in 2014. All classes will use the language of 'leadership' within class roles and teachers will mentor Year 6 leaders in their school-wide role.</p> <p>Sustainability, an AusVELS cross curricula priority, has long been a part of our school culture, embedded across the curriculum. In 2013, 'Asia and Australia's Engagement with Asia' became more apparent across our learning areas. These 2 areas along with Aboriginal and Torres Strait Islander histories and cultures will provide authentic contexts within which to couch disciplinary and interdisciplinary learning.</p>	<p>The Newtown PS Wellbeing team oversees the suite of programs and initiatives to support the wellbeing of our students. Wellbeing programs include PSD, Kid's Hope Mentors, support from Network staff and the school chaplain. The work of outside agencies is also monitored by this team.</p> <p>During 2013, 2 staff led an initiative to support students with ASDs, by building a culture where everyone had consistent expectations about the way staff and students moved around our school. These expectations are supported by explicit teaching. This initiative has had a positive impact on the learning environment. This initiative will be expanded in 2014.</p> <p>Our 'Transition' program has also been extended to incorporate the use of the ASD planning matrix to better identify strategies to support students as they move through and beyond our school. The use of this tool led to successful secondary school transitions for our students.</p> <p>Our Transition to Prep program continues to be highly successful and valued by families. This program was supported in 2013 with the introduction on a Newtown Primary School Handbook. This handbook is constantly updated and is currently available on our school website.</p> <p>Supports for student will be strengthened in 2014 through the involvement of an ASD co-ordinator one day per week.</p> <p>Under the guidance of our e-smart team, our e-smart policy and agreement was developed in 2013. This policy and agreement reflect contemporary issues and challenges related to digital media. The will be taken to School Council for endorsement in 2014.</p>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

### School Profile

#### School Enrolments

A total of 239 students were enrolled at this school in 2013, 110 female and 129 male.

<p>Overall socio-economic profile</p> <p>Based on the school's Student Family Occupation index which takes into account parents' occupations.</p>	
<p>Proportion of students with English as a second language.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	

Please note: The Staff Opinion Survey was not conducted in 2013.

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Lower</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■  
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Relative Growth Year 3 - Year 5</b></p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>29%</td> <td>43%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>57%</td> <td>14.8%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>64%</td> <td>14.8%</td> </tr> <tr> <td>Spelling</td> <td>43%</td> <td>43%</td> <td>14.8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>7%</td> <td>57%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	29%	43%	Numeracy	29%	57%	14.8%	Writing	21%	64%	14.8%	Spelling	43%	43%	14.8%	Grammar and Punctuation	7%	57%	36%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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## Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="566 795 1037 884"> <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>92 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>96 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	92 %	93 %	93 %	94 %	96 %	94 %	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	92 %	93 %	93 %	94 %	96 %	94 %										

## Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Lower</p> <p> Similar</p>

# How to read the Performance Summary 2013

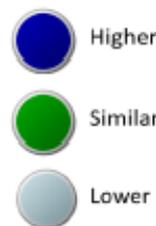
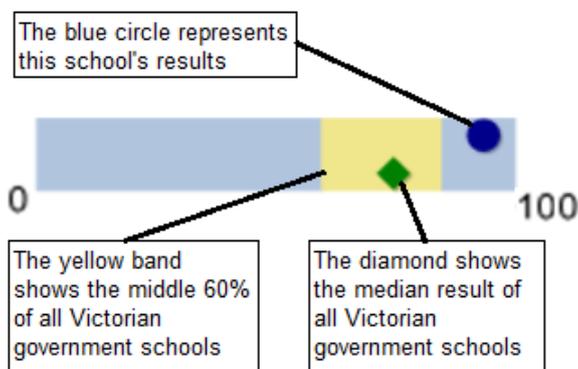
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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.

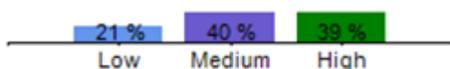
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The *'About Our School'* statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$240,942
Government Grants Commonwealth	\$2,025
Revenue Other	\$17,794
Locally Raised Funds	\$200,962
<b>Total Operating Revenue</b>	<b>\$461,723</b>

Expenditure	
Books & Publications	\$4,347
Communication Costs	\$2,837
Consumables	\$35,223
Miscellaneous Expense	\$71,160
Professional Development	\$4,812
Property Maintenance	\$155,735
Salaries & Allowances	\$113,846
Trading & Fundraising	\$49,327
Utilities	\$17,478
<b>Total Operating Expenditure</b>	<b>\$454,765</b>

**Net Operating Surplus/-Deficit** **\$6,959**

**Asset Acquisitions** **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial performance and position commentary

Our school has finished the year with a modest surplus. The school received a small grant of \$22,000 in 2013 to upgrade the 'Out of School Hours Care' building. This facility is important to our school community and the additional funding has meant it is now safe, secure and comfortable.

Staff manage programs within modest budgets, ensuring that all expenditure is directed to build their capacity and support the learning of our students.

Our school community is tireless in improving our school through locally raised funds. They are motivated by wanting to provide quality educational setting and resources for their children. They are to be commended for their commitment to our school and to state education.

### Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$2,294
Official Account	\$20,356
Other Accounts	\$2,941
<b>Total Funds Available</b>	<b>\$25,592</b>

Financial Commitments	
Operating Reserve	\$25,592
<b>Total Financial Commitments</b>	<b>\$25,592</b>