

2014 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 24, 2015

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Newtown Primary School has an enrolment of 250 students.

The catchment area is broad, with students travelling up to 32 km to attend our school.

Newtown Primary 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 is accredited to deliver education to International students and we explicitly plan for their academic progress and wellbeing. Accreditation is provided through the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS Provider Code: 00861K)

Newtown Primary School has 13.4 teaching staff, 1 Assistant Principal, 1 Principal and 2.6 (EFT) Education Support Staff.

Achievement

Cohort data and, more importantly, trend data derived from teacher judgements and NAPLAN testing, show a clear upward trend in achievement in literacy and numeracy.

Through ongoing professional development, supported by external consultants and Professional Learning Teams, protocols and processes are being developed to ensure consistency in instruction in literacy and numeracy using AusVELS as our primary resource.

Students are willing partners in the learning process. They engage in quality learning tasks linked to explicit learning intentions. Negotiated success criteria guide their efforts and feedback is personalized, leading to new, clear learning goals.

Where students are achieving beyond 12 months of their expected level, Individual Learning Plans are developed. These plans draw parents, teachers and outside agencies together as a 'committed team' to ensure ongoing progress for all students.

Engagement

The Attitudes to School Survey data, which measures student 'connectedness to school', continues to track above the median for Victorian Government schools. Strong relationships between students, teachers and parents underpin our work as we form a 'committed team'. The efforts to personalize learning through individual goal setting and conferences strengthen 'learning confidence' in all stakeholders.

Focus on the cross curricula priorities of 'Aboriginal and Torres Strait Islander history and cultures', 'Sustainability' and 'Asia and Australia's Engagement with Asia' as well as contemporary issues such as e-smart, ensures that our curriculum is relevant to young people.

Our school value of RESPECT – for self, others, learning and environment, ensure a culture that values and celebrates diversity.

Wellbeing

The 'Wellbeing Team' manages the wellbeing needs of the school community. This encompasses reviewing referrals and channeling support through the most appropriate agencies and programs.

Through the work of the 'Autism Friendly Learning Hubs' program, resourced through our Region, our school became a centre for contemporary practice in supporting the learning of students with Autism. Protocols put in place utilising the ASD matrix to profile students requiring additional support focussed on positive and constructive supports.

Our school also adopted the practice of 'calm and orderly' movement through and around our school. The 'calm and orderly' environment ensured a safe and predictable learning environment. This initiative will move into 'consolidation and expansion' phase in 2015 with the support of staff and student 'action teams'.

Historically, all year 6 students at Newtown Primary School have a leadership role. Through their leadership responsibilities they are able to build a school culture that responds to 'student voice'. In 2014 this notion was expanded across the school. All students were referred to as 'leaders' and act as role models in making respectful choices about themselves, others, their learning and the environment.

Productivity

Through strategic management of finances and resources, funding is targeted to school priorities as identified in our Annual Implementation Plan. The staffing profile of the school was expanded in 2014 to include an Assistant Principal who will lead our school in the development of innovating curriculum. Appointment of the Assistant Principal coincided with the development of our 2015-2019 Strategic Plan.

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

Our school community is tireless in managing improvement through locally raised funds. They are motivated by wanting to provide a quality educational setting and resources for their children. They are to be commended for their commitment to our school and to State Education.

For more detailed information regarding our school please visit our website at
<http://www.newtownps.vic.edu.au>

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 247 students were enrolled at this school in 2014, 122 female and 125 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 80% 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"> English Mathematics <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>NAPLAN Year 3</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>NAPLAN Year 5</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> Similar</p> <p> Similar</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>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>60%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>66%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>64%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>49%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>51%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	60%	24%	Numeracy	10%	66%	24%	Writing	17%	64%	19%	Spelling	24%	49%	27%	Grammar and Punctuation	12%	51%	37%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1040 920"> <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>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	94 %	92 %	95 %	93 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	94 %	92 %	95 %	93 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

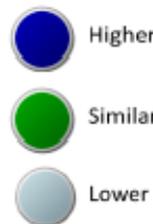
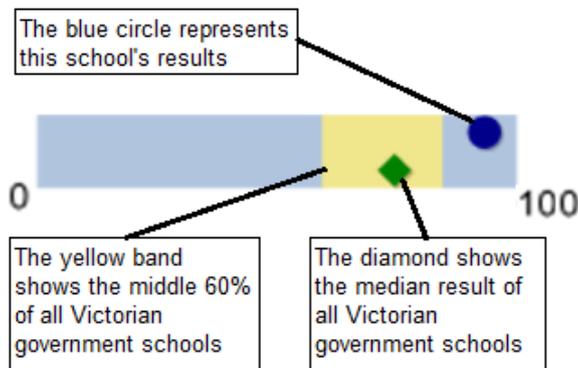
What are student outcomes?

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.

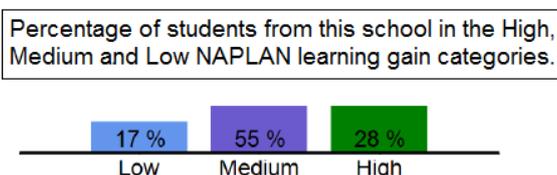
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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 learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,501,514	High Yield Investment Account	\$4,627
Government Provided DE&T Grants	\$221,212	Official Account	\$15,588
Government Grants Commonwealth	\$900	Other Accounts	\$2,767
Government Grants State	\$400	Total Funds Available	\$22,982
Revenue Other	\$14,650		
Locally Raised Funds	\$219,574		
Total Operating Revenue	\$1,958,250		
Expenditure		Financial Commitments	
Student Resource Package	\$1,496,451	Operating Reserve	\$22,982
Books & Publications	\$7,175	Total Financial Commitments	\$22,982
Communication Costs	\$2,936		
Consumables	\$32,945		
Miscellaneous Expense	\$99,634		
Professional Development	\$5,201		
Property and Equipment Services	\$136,729		
Salaries & Allowances	\$88,219		
Trading & Fundraising	\$53,384		
Utilities	\$26,644		
Total Operating Expenditure	\$1,949,317		
Net Operating Surplus/-Deficit	\$8,933		
Asset Acquisitions	\$9,000		

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

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

Significant local fund-raising was directed to the purchase and installation of a new telephone system, ensuring that all classes have access to telephone contact.

During 2014 our school was notified that \$99,000 in funding would be directed to the school to maintain the Prep and Library areas. This project will be 'actioned' during the 2015 school year.