

2015 Annual Report to the School Community

Newtown Primary School

School Number: 1887



Name of School Principal:

Amanda Hay

Name of School Council President:

John Tait

Date of Endorsement:

May 17, 2016

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 2015.

About Our School

School Context

During 2015 Newtown Primary School had an enrolment of 270 students. This represents a one year increase in enrolments attributed to an anomaly in enrolment trend data.

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 and 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 Nigeria, Iran, 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 14 teaching staff (including 1 Assistant Principal and 1 Principal) and 2.64 (EFT) Education Support Staff

Achievement

Long term trend data indicates Newtown Primary School is achieving at similar levels when compared to all Victorian Schools, despite some Year 3 and Year 5 NAPLAN results for 2015 being inconsistent with past result,. To ensure such trends continue, and indeed improve, our school continues to focus on consistency in curriculum planning, instruction and assessment.

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

Students are fully engaged in the learning process. They learn through quality learning tasks linked to explicit learning intentions. Negotiated success criteria guide their efforts and feedback is personalized, leading to new, clear learning goals. During 2015, our school began to provide on-going feedback to parents and students on progress towards learning goals. Feedback was provided through our newly developed school portal. This work will continue in 2016.

Where students are achieving 12 months outside 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

2015 *Attitudes to School Survey* data continues to be well above the state average. During 2015 our school community focused on each student being a 'leader'. This, along with 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, learning conferences and continuous reporting strengthen 'learning confidence' in all stakeholders.

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.

During 2015, our staff and students focused on creating an environment that was both calm and orderly. This ensured our school environment displayed positive pre-conditions for learning.

The safe and orderly environment supported all students with conditions which allowed them to focus on their learning and to celebrate their progress along the learning continuum.

Productivity

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 settings 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://newtownps.vic.edu.au>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 267 students were enrolled at this school in 2015, 129 female and 138 male. There were 5% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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.



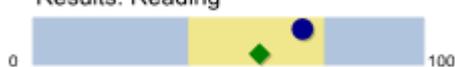
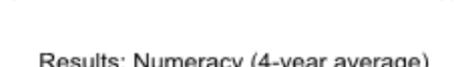
Performance Summary

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

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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

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> Lower</p> <p> Similar</p> <p> Lower</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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>53%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>54%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>48%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>48%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>48%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	53%	24%	Numeracy	34%	54%	11%	Writing	30%	48%	21%	Spelling	24%	48%	27%	Grammar and Punctuation	30%	48%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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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. 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 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>90 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	93 %	94 %	94 %	94 %	93 %	95 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	93 %	94 %	94 %	94 %	93 %	95 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Higher</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.

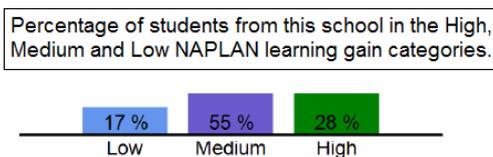
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

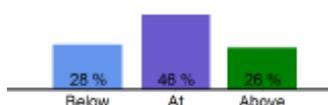


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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* 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.

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, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,712,009	High Yield Investment Account	\$38,432
Government Provided DET Grants	\$339,136	Official Account	\$18,835
Government Grants Commonwealth	\$4,842	Other Accounts	\$9,980
Government Grants State	\$29,863	Total Funds Available	\$67,247
Revenue Other	\$16,912		
Locally Raised Funds	\$215,900		
Total Operating Revenue	\$2,318,663		
Expenditure		Financial Commitments	
Student Resource Package	\$1,655,237	Operating Reserve	\$67,247
Books & Publications	\$1,949	Total Financial Commitments	\$67,247
Communication Costs	\$4,406		
Consumables	\$41,201		
Miscellaneous Expense	\$114,858		
Professional Development	\$3,610		
Property and Equipment Services	\$240,497		
Salaries & Allowances	\$73,857		
Trading & Fundraising	\$44,240		
Travel & Subsistence	\$52		
Utilities	\$20,979		
Total Operating Expenditure	\$2,200,886		
Net Operating Surplus/-Deficit	\$117,778		
Asset Acquisitions	\$18,286		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process. 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.

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.

Financial performance and position commentary

Our school has finished the year with a modest surplus. The school received a grant which was used to make our Prep area safe, engaging and suitable for contemporary teaching methodologies. 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.