

# 2020 Annual Report to The School Community



**School Name: Newtown Primary School (1887)**



- 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 31 March 2021 at 01:20 PM by Corrie Barclay (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 03:04 PM by Steve Roussac (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

The Newtown Primary School vision of "at Newtown, we learn and flourish together". Despite the challenging year that was 2020, Newtown was still a testament to this vision. Coupled with our school-wide value of Respect, respect for; Self, Others, Learning and Environment, we have worked strategically and with the intent to meet the intent of our school's four-year strategic plan, rationale and focus. Student agency and our students having voice, choice and ownership over their learning has been successful with multiple facets of the school's teaching and learning programs incorporating aspects of this. The existing Instructional Model used at Newtown Primary School has been refined and is now shifting towards being embedded in all learning environments, particularly towards ensuring that planning and teaching programs cater for all students through differentiated teaching strategies.

As a staff, teachers strived to build capacity to more effectively impact student learning outcomes by reflecting upon instructional approaches to learning, which includes opportunities for students to be agents in their own learning. The ongoing development and embedding of Professional Learning Communities for teachers to hold collective responsibility for student learning, particularly in the collection of assessment data and goal setting, has seen positive adaptations to teaching practice. As a high performing school, we will continue to drive and promote a culture of collective responsibility for student learning, with all staff accountable to each other through being consistent and cohesive in their approach.

As in previous years, specialist teaching subjects were offered in the areas of; Physical Education, The Arts, and Indonesian as our LOTE subject.

In 2020, there was 18.2 EFT staff at Newtown Primary School, consisting of 14.5 teaching staff (this including Principal class and all teaching classifications such as a Learning Specialist), and 3.7 Education Support Staff. The Student Family Occupation and Education (SFOE) Index in 2020 was 0.2123, the lowest it had been in 4 years. The state average is 0.4241. Enrolment numbers in 2020 saw 243 students enrolled at the school, the lowest enrolment figure the school has seen in the past 6 years. The diversity of our students was that 24 were EAL or students who had English as an additional language, 4 students who identified as Indigenous, and 2 international students. The school was and is in the process of finalising major Capital Works with remaining funds to be committed to school buildings and grounds projects.

### Framework for Improving Student Outcomes (FISO)

At Newtown Primary School, there were three identified goals that formed the strategic direction of the school and its continued focus towards school improvement. Of these three goals, all of which are outlined below, there were two specific selected dimensions from the Framework for Improving Student Outcomes as part of our 2020 AIP.

1. Excellence in Teaching and Learning - Evidence-based high-impact teaching strategies.
2. Positive climate for learning - Health and wellbeing.

As part of our schools work to use "evidence-based high-impact teaching strategies", all staff at Newtown Primary School worked to develop a shared understanding of what effective teaching and learning looked like and, in particular, for our students. This involved identifying which high impact teaching strategies specifically would improve student learning outcomes that were explicitly linked to our first and third goals as outlined in our AIP. These are highlighted below.

Goal one: Embed student agency for improved engagement and outcomes.

Key Improvement Strategy: Embed student agency in learning through the use of a school-wide multi-tiered system of engagement.

The success indicators as developed by school leadership were as follows;

- Opportunities for student agency will be evident in curriculum mapping documents.
- Students and teachers will have records of individual learning goals, why their goals are important and the actions they will take to achieve them.

- Documented Multi-tiered System of Engagement
- Minutes of conversations around AtoSS

Goal two: Establish effective professional learning communities

Key Improvement Strategy: Develop and implement a whole school Professional Learning Community culture where stakeholders collaborate and have collective responsibility for the learning of all students.

The success indicators as developed by school leadership were as follows;

- Documented Multi-Tiered System of Support (Wellbeing)
- PLCs will reference data throughout the inquiry and record in PLC minutes and inquiry documents.

Goal three: Improve Outcomes.

Key Improvement Strategy: Use evidence-based High Impact Teaching Strategies to plan for improved student outcomes.

The success indicators as developed by school leadership were as follows;

- The instruction model will support be documented and referenced in PLC planning
- Multi-tiered System of Support (Numeracy) will be documented.
- Updated 'Vision for Teaching Mathematics' included in the staff handbook
- PLC planning documents will reflect the instructional model and High Impact Teaching Strategies.

In identifying how we can collectively support health and wellbeing, as per the Positive Climate for Learning priority, the school had identified that it was to "establish effective professional learning communities." The Key Improvement being: Develop and implement a whole school Professional Learning Community culture where stakeholders collaborate and have collective responsibility for the learning of all students. This involved using the DET PLC Maturity Matrix to identify where its practices were in relation to the maturity matrix continuum which was to then drive and strengthen teacher pedagogy and instructional practice.

The success indicators as developed by school leadership were as follows;

- Documented Multi-Tiered System of Support (Wellbeing)
- PLCs will reference data throughout the inquiry and record in PLC minutes and inquiry documents.

The strategic intent from the above work outlined was of course heavily impacted by Covid-19 and the many ways in which this impacted our daily operation. Like many schools, remote and flexible learning played a major part of our operation and daily organisation. Students, their families, and staff were all impacted in a wide variety of ways and the school worked extremely hard to ensure that everyone was catered for and supported as best as possible.

## Achievement

Due to the unforeseen impacts of Covid-19, our progression towards our AIP goals and targets in 2020 was heavily impacted. However, with a focus on our Teacher Judgement data from Semester 2, 2020, our overall student cohort data remained strong. Particularly in regards to literacy. In comparison to state and network averages, our reading and viewing, writing, and speaking and listening data was either above or on par with those averages as outlined below. The percentage of all Newtown Primary School students at and above expected Victorian Curriculum Level, at age expected level, is as follows;

- Reading and Viewing: 88% - above state average.
- Writing: 82% - on parity.
- Speaking and Listening: 91% - above state average.

The above data is a testament to the programs and initiatives our staff worked to embed through face to face and also remote and flexible learning opportunities.

When investigating our numeracy data for 2020 and again, focusing upon our Teacher Judgement data from Semester 2, 2020, the percentage of all Newtown Primary School students at and above expected Victorian Curriculum Level, at age expected level, is as follows;

- Measurement and Geometry: 80% - below state, above similar schools.
- Number and Algebra: 82% - below state, above similar schools.
- Statistics and Probability: 76% - below state, below similar schools.

Due to this data, a relentless and rigorous focus upon numeracy growth will be in place as outlined in the school's 2021 AIP.

In addition to the above, with no NAPLAN being undertaken in 2020, there is no comparative NAPLAN data to report on.

Key performance measures throughout our student Attitudes to School Survey, School Staff Survey, and Parent Opinion Survey were all mildly lower than previous years however in discussion with key stakeholders, the two periods of remote and flexible learning are to most likely be the reasoning behind these minor declines. In saying this, the following selected key measures, and in particular from the School Staff Survey and Parent Opinion Survey still saw data above state and network averages for 2020.

**School Staff Survey**

- Academic Emphasis: 76% - above state and similar schools.
- Collective Focus on Student Learning: 92% - above state and similar schools.
- Trust in Student and parents: 81% - above state and similar schools.

**Parent Opinion Survey**

- Student Connectedness: 93% - above state and similar schools.
- Promoting Positive Behavior: 93% - above state and similar schools.
- Respect for Diversity: 91% - above state and similar schools.

These are excellent results considering the year that was 2020.

As a school, we would like to pause here to acknowledge the effort, dedication and resilience shown by our families throughout two periods of remote and flexible learning in 2020. As a school, we worked hard to develop and provide learning opportunities that were rich, relevant and purposeful in ensuring all NPS students continued to grow as learners and young people. In knowing, and understanding, that remote and flexible learning for some families was challenging, we firmly believe that without the support of our outstanding community, we would not have been able to have the impact that we desired and strived for, for all of our NPS students.

**Engagement**

Throughout 2020 and the disruptive nature of remote and flexible learning to standard teaching and learning programs, the engagement of all students remained a priority and focus. The engagement priorities, and in particular, those directed towards the continued adoption and embedding of our Respectful Relationships work, was of utmost importance. This allowed teaching staff to utilise a dedicated framework for supporting engagement and wellbeing throughout the year, albeit whilst navigating an ever changing teaching and learning landscape. Remote and flexible learning opportunities provided Newtown Primary School students to use their voice, as well as to have a choice in how they managed and responded to learning programs that were delivered through the many facets that was remote and flexible learning. These included the use of Seesaw, Cisco Webex Video Conferencing, Google Classroom and G-Suite access. An example of this was the 'Shelter Challenge' technology and design challenge in our Middle Learning Community, which was very well received by students. As part of this rigorous learning opportunity, students exercised their voice, choice and ownership in the development, trialing, production and reflection phases throughout the task.

A core DET measure of student engagement in schools is attendance data. We place a very strong emphasis upon attendance and aim for all students to be at school, on time, and ready to learn. This was a priority in 2020 and will be a continued focus especially in 2021. Attendance data in 2020 declined slightly with students having more days away from learning than usual, however, this was tracked back to remote and flexible learning and the impacts of Covid-19.

Our 2020 Attitudes to School Survey data highlighted the following responses from our students in years 4-6;

- 80% had a positive attitude towards attendance,
- 70% had a positive response to having a strong sense of connectedness to our school.

An extremely pleasing aspect was our students ability to transition from remote and flexible learning back to onsite learning. The resilience and flexibility our students displayed on both occasions was very positive.

**Wellbeing**

In 2020 we effectively started our 2020 teaching and learning programs with our own 'starting right' program titled 'Calm and Orderly'. This program explicitly developed a sense of belonging in our students and aimed to promote and strengthen their connection to school by ensuring all students were knowledgeable about our four Respect values and what these looked like in action throughout our school. Our capacity as a school to more effectively adopt and embed our Respectful Relationships program was also intended to occur, particularly with our involvement on the Respectful Relationships Geelong Cluster of Schools looking to heavily engage with this work. Like most programs and initiatives in 2020, Covid-19 impacted this work. However it remained a core focus of our work and will do so into 2021. Our school Chaplin continued their wonderful work in additionally supporting our students in 2020 with multiple students and families supported where required. As remote and flexible learning entered our teaching and learning programs in 2020, an increased focus was placed on the mental health and wellbeing of our students and staff. In which we sought to closely monitor and where required, manage and support certain individuals. For the support of student mental health and wellbeing, learning programs were designed which were explicit yet not overbearing in a remote and flexible context.

Work that had been engaged in through 2019 was continued as it possibly held more relevance than ever before. This was work Newtown Primary School had engaged in to connect with the 'Resilience Project'. It fostered ongoing discussions around GEM - 'Gratitude, Empathy and Mindfulness' as a key framework to support self and others. In 2020, 84% of parents, via the Parent Opinion Survey, felt that Newtown Primary School positively impacted student confidence and resiliency skills. Two skills which were certainly needed to be leaned on in 2020.

School staff experiences of remote and flexible learning during Covid-19 were highlighted through the annual School Staff Survey. 86% of staff felt that the school positively provided a safe and supportive work environment throughout remote and flexible learning, a figure that was higher than both 'like school' and 'statewide' data.

### **Financial performance and position**

Newtown Primary School finished the year in surplus and in a stable financial position, despite seeing a significant reduction in the usually healthy fundraising revenue, with many fundraising events unable to proceed due to Covid-19. Carried forward funds will be allocated to their intended areas of focus. These being; further grounds development & building and groundworks, student welfare & excellence programs and the school's Building Fund which is an endorsed DGR (deductible gift recipient).

A grant for the PMSS (Primary Maths Science Specialist) initiative was approved in the final week of 2020, providing funds for 2 staff to be funded outside of their classrooms for 0.5 EFT for the next 2 years. The initiative will explicitly link to improvements in teaching and learning - especially in relation to our 2021 focus upon Numeracy teaching and learning.

The school's equity funding is not a substantial amount, however this was directed to further fund staffing. The office is committed to maintaining high standards of financial controls and keep up to date with relevant policy updates and training opportunities. Handover preparations were made later in the year in readiness for a new business manager to commence, due to retirement.

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

# 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 243 students were enrolled at this school in 2020, 122 female and 121 male.

12 percent of students had English as an additional language and 2 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.

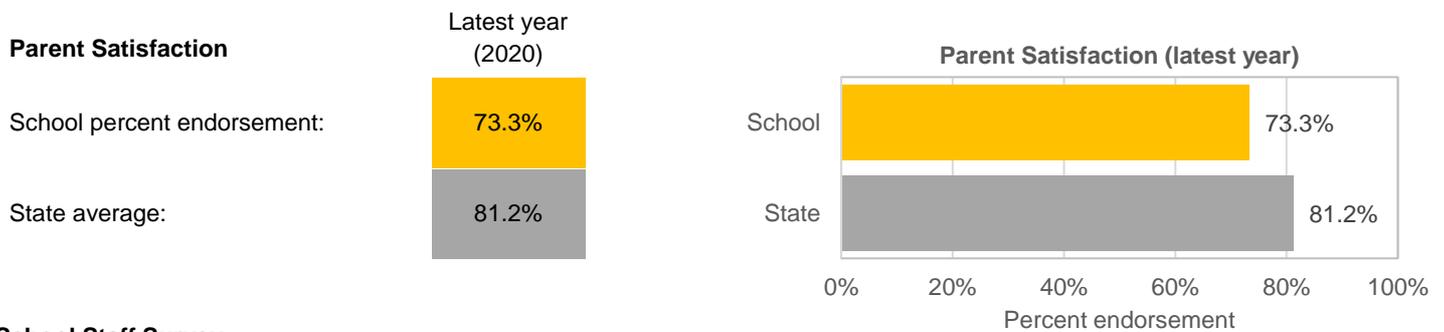
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

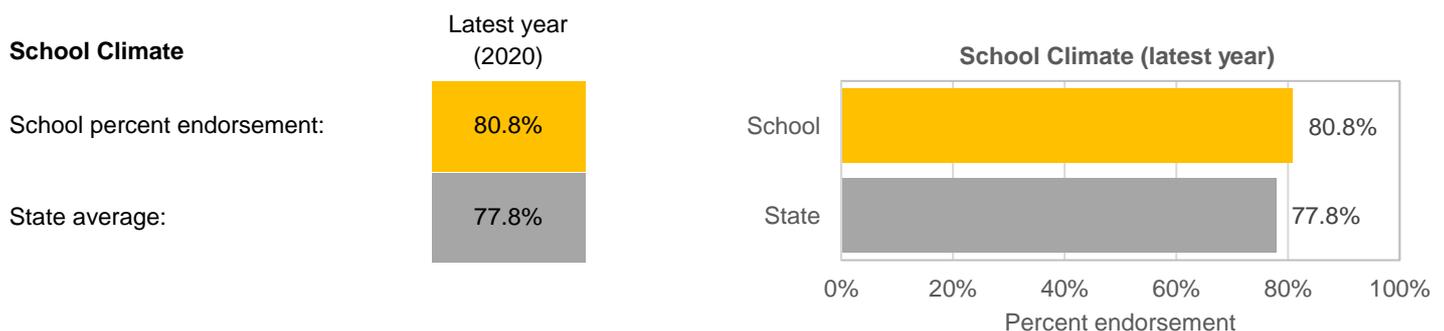


### School Staff Survey

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:

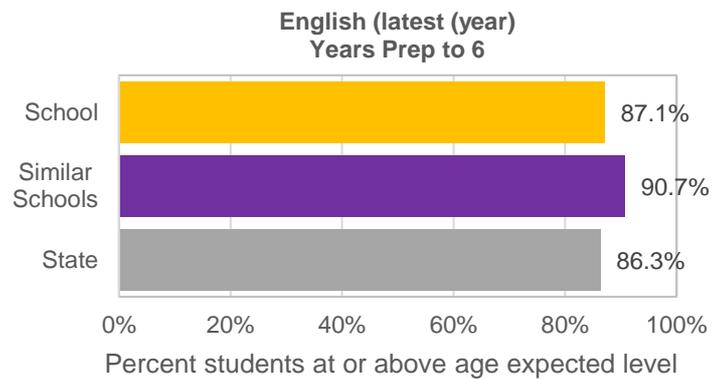
87.1%

Similar Schools average:

90.7%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

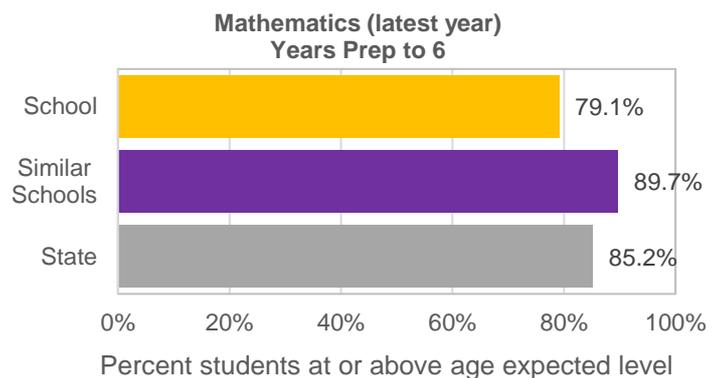
79.1%

Similar Schools average:

89.7%

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

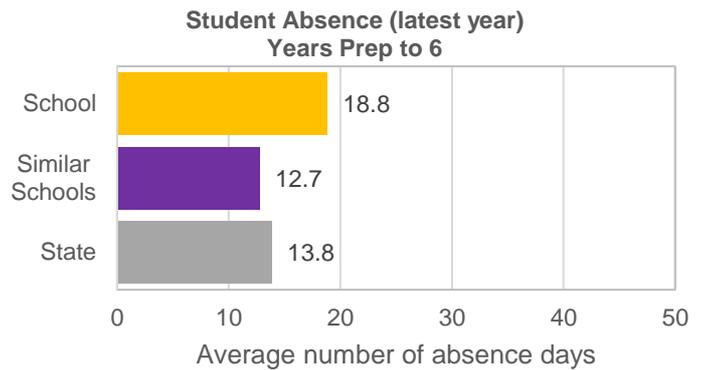
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	18.8	16.4
Similar Schools average:	12.7	14.5
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):	93%	91%	85%	90%	87%	91%	93%

## WELLBEING

**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.

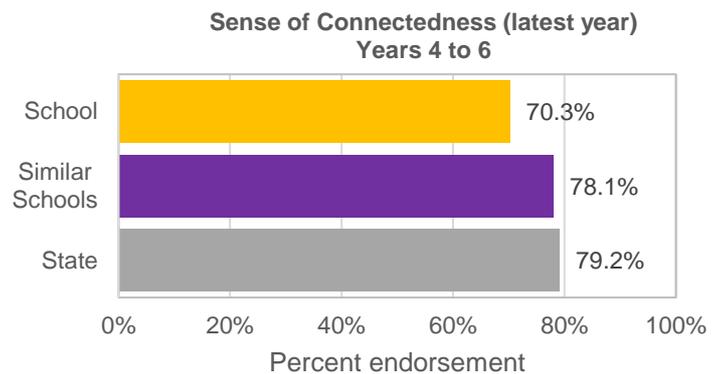
### Student Attitudes to School – Sense of Connectedness

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:	70.3%	70.7%
Similar Schools average:	78.1%	80.3%
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.*

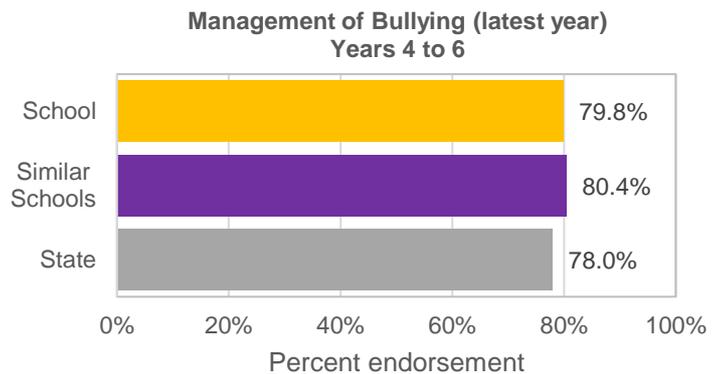
### Student Attitudes to School – Management of Bullying

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:	79.8%	77.4%
Similar Schools average:	80.4%	82.0%
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	\$1,934,979
Government Provided DET Grants	\$383,001
Government Grants Commonwealth	\$300
Government Grants State	NDA
Revenue Other	\$3,057
Locally Raised Funds	\$97,196
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,418,533</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,666
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$17,666</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,923,230
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$33,665
Communication Costs	\$2,583
Consumables	\$34,670
Miscellaneous Expense <sup>3</sup>	\$13,387
Professional Development	\$378
Equipment/Maintenance/Hire	\$45,069
Property Services	\$126,461
Salaries & Allowances <sup>4</sup>	\$93,128
Support Services	\$44,969
Trading & Fundraising	\$2,034
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$32,681
<b>Total Operating Expenditure</b>	<b>\$2,352,253</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$66,279</b>
<b>Asset Acquisitions</b>	<b>\$19,000</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	\$259,166
Official Account	\$28,397
Other Accounts	\$4,793
<b>Total Funds Available</b>	<b>\$292,356</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$61,697
Other Recurrent Expenditure	\$5,509
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$58,030
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	\$28,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$153,236</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.*