

2020 Annual Report to The School Community



School Name: Newlands Primary School (4646)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 11 May 2021 at 03:20 PM by Ross Dudgeon (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 11 May 2021 at 04:00 PM by Adam Palmer (School Council President)

How to read the Annual Report

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.

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.

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)

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.

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.

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

School Vision

We collaboratively build our understanding in a safe, supportive learning community. We make meaning and explore connections with the world through our love of language and the arts becoming the authors of our learning.

School Values

At Newlands Primary School, we value:

Care:

- * We care about improving all aspects of our learning
- * Our school is a safe and secure learning environment which celebrates diversity
- * We care about our world by understanding and taking action

Responsibility

- * We ensure we are organised, prepared and ready for learning
- * Our learning community is responsible for everyone's learning success
- * We are responsible for our environment, locally and globally

Curiosity:

- * We develop our strengths and identify opportunities to acquire new knowledge and skills
- * Our school learns through wonder, questioning, thinking and inquiry
- * We are curious about the world we live in

Creativity

- * We explore, critically analyse and evaluate to create new understandings
- * Our learning is underpinned by creativity
- * We are inspired and influenced by the world around us

Workforce Composition

* The school comprises of a Principal, Assistant Principal, Business Manager, 16 Classroom teachers, 4 Specialist Teachers, 3 Education Support Officers, 1 Language Assistant (.6)

Newlands Primary School:

The school is located at 2-24 Murphy Street Preston West.

The school at the March CENSUS in 2020 was 254 students with 6 Foundation/1 Classes, 3 2/3 Classes and 3 4/6 Classes.

Of the 254 students at Newlands:

3.87% of our students have a language other than English (LOTE)

8.38% of our students English as an additional Language (ESL)

1.61% of our students have been diagnosed with a disability.

3.87% of our students are indigenous

Social and enrollment characteristics

Student Family Occupation and Education (SFOE) Index - 0.2241

Index of Community Socio-Educational Advantage (ICSEA) - 1096 (84% quartile)

Framework for Improving Student Outcomes (FISO)

In 2020, Newlands Primary School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams. This included:

- design authentic, fit for purpose assessments to reflect the learning program and objectives.
- moderate student assessment and use data to diagnose student learning needs and plan for learning.
- provides regular feedback to students on their progress against individual learning goals and curriculum standards.

While COVID-19 altered the way that we would build our professional knowledge and understanding of our Key Improvement Strategies (KIS), using SEESAW as our main online platform allowed our teams of teachers to work together to collectively build their professional knowledge and practice in these areas. The teachers used SEESAW comprehensively which allowed teachers to be able to work with students on an individual level where they created goals together based on the assessments that were being conducted. Teachers were also providing more effective and consistent feedback online which students utilised.

To support implementation of these KIS, The school was able to utilise our Learning Specialists expertise in building the capacity of our teaching staff in using ICT tools including Microsoft Teams and SEESAW. While COVID provided many challenges, our school staff survey showed a considerable improvement in relation to School Climate - where it rose from 72% to 81% positive. This percentage was higher than similar schools, state and network.

Achievement

In 2020, Our AIP goals in relation to achievement were the following:

- Increase the percentage to 20% in students in the top two bands in Writing.
- Decrease the relative low growth down to 30% in Writing and Mathematics.
- By 2020, increase the percentage of Foundation to Year 6 students at or above the expected level in literacy/numeracy according to teacher judgement, to be equal or above that of similar schools.

Due to COVID-19, the school was unsure of the impact the pandemic would have on academic growth. We were unable to measure the positive/negative impact of moving to an online platform, decreased engagement and lack of social interaction. The school worked with the community and had prioritized the health, wellbeing and safety of students over academic success. During the second lockdown, the school had moved towards providing learning experiences (P-3) that were more play and social based. The 4-6 area continued to provide online learning not dissimilar to an everyday classroom though there were obvious restrictions that hindered the delivery.

In Numeracy, Newlands teacher judgement for students at or above was 91% which was higher than similar schools (90%), network schools (90%) and State Schools (85%).
 In Reading and Viewing, Newlands teacher judgement for students at or above was 94% which was higher than similar schools (90%), network (92%) and State Schools (86%).
 In Writing, Newlands teacher judgement for students at or above level was 86% which was higher than state (81%) , equal to Similar Schools (86%) and lower than network (88%).

While the school can be happy about some of the results, we understand that writing needs to be a focus and have made this a priority in 2021.

Engagement

In 2020, our goals in regards to student engagement were:

- By 2020 increase the percentage of positive endorsement of the Social Engagement domain to 80%
- By 2020 increase the percentage of positive endorsement for factor of student agency and voice on the Parent Opinion Survey to be 85% or higher (79%) was 73 in 2018
- By 2020, The goal is to reduce the amount of students that are absent for more than 20 days to fall to 10%

While the school has not reached its intended targets, there has been some growth and improvement in all areas. We also understand that during online learning that some families were disengaged. We are unable to comment on how much impact COVID-19 had on student results either positively or negatively.

- The percentage of positive endorsement of Social Engagement was 65%. This was lower than the 80% target, but was higher 10% than our 2019 result of 55%.
- While we increased the Parent Opinion Survey in regards to student agency and voice from 73% to 79%, it was still lower than the 85% target.
- While the goal was to have only 10% of students be absent for more than 20 days, we had 28% which was a fall from 38% in 2019.

While the school has not reached its intended targets, there has been some growth and improvement in all areas. We also understand that during online learning that some families were disengaged. We are unable to comment on how much impact COVID-19 had on student results either positively or negatively.

The school will have a prioritised focus on having meeting with parents who are late to school or not attending school.

Wellbeing

In 2019, our Key Improvement Strategies in relation to Student Wellbeing were:

- By 2019, Improve 'Not Experience Bullying' in relation to 'Safety Module' in the Parent Opinion Survey to be above 75%. (80%)
- By 2019, Improve teacher-student relationship domain be at the state average 84% in relation to Attitudes to School Survey data, (53%)
- By 2019, Improve Learner characteristics Resilience and Sense of Confidence to state average 82% (Resilience & Sense of Confidence 57%)

While the school has reached its intended target in relation to the Parent Opinion Survey, the student data has dropped further in Improve teacher-student relationships (58%-53%), Resilience (62% - 57%). The school has added a termly school based attitudes to school survey to collect data but it has had a negative impact in relation to the data.

The 4-6 team will make relevant adjustments to their teaching, continue to work with students. Leadership will be look deeply at the data and make relevant changes. We also understand that during online learning that some families were disengaged. We are unable to comment on how much impact COVID-19 had on student results either positively or negatively.

Financial performance and position

The school at the end of 2020 was running at a deficit of -\$144,290. Due to COVID-19. The school did not receive its expected revenue from Out of Hours Care which impacted the amount of revenue it projected to receive.

Payments for OSHC staff come out of the Student Resource Package which exaggerates the deficit.

Our projections over the next three years indicates we will move to a surplus.

Extraordinary Revenue Items in 2020 include:

OSHC Government Grants 132,002.00
OSHC Parent Payments 50,524.00
Department of Education STEAM Grant - 18 000.00

Extraordinary Expenditure Items in 2020 include:

BFX Furniture 9,137.00
Air Conditioners 12, 830.00
Audio Visual 5128.06

Sources of funding the school received (including Fundraising:

Fundraising Activities Include:
Read-A-Thon
Mango Fundraiser
Trivia Fundraiser

For more detailed information regarding our school please visit our website at
<https://newlandsp.s.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 254 students were enrolled at this school in 2020, 123 female and 131 male.

9 percent of students had English as an additional language and 4 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.

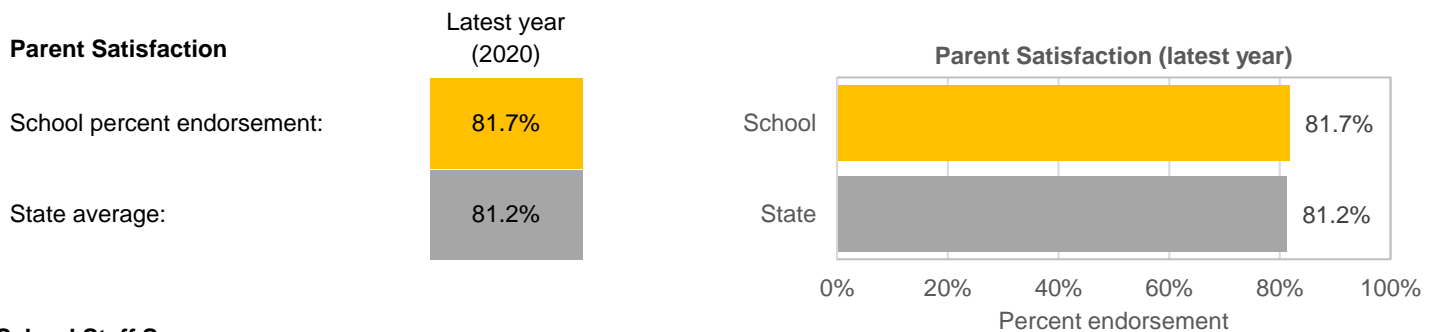
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

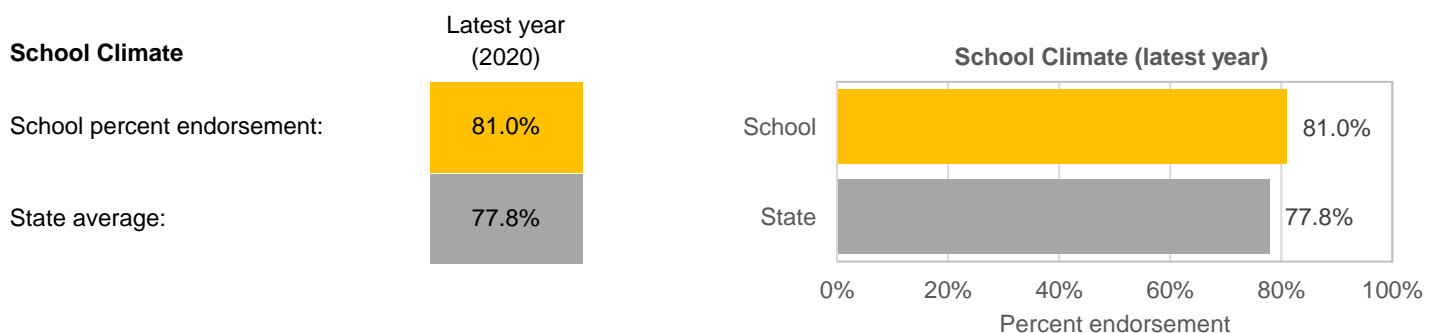


School Staff Survey

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:

NDA

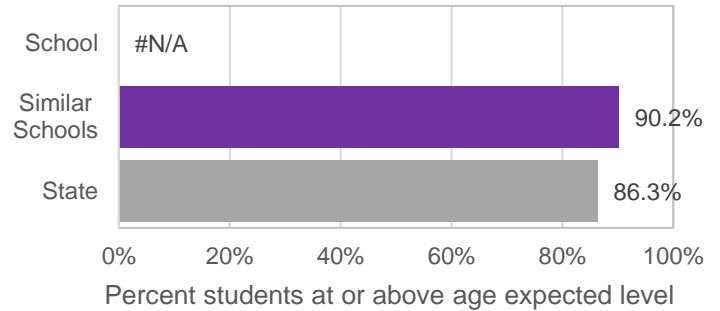
Similar Schools average:

90.2%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

NDA

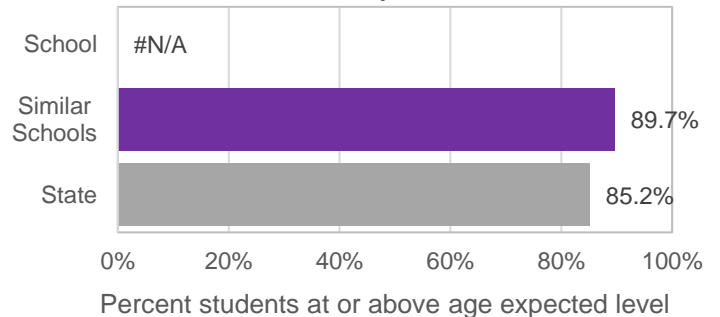
Similar Schools average:

89.7%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



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

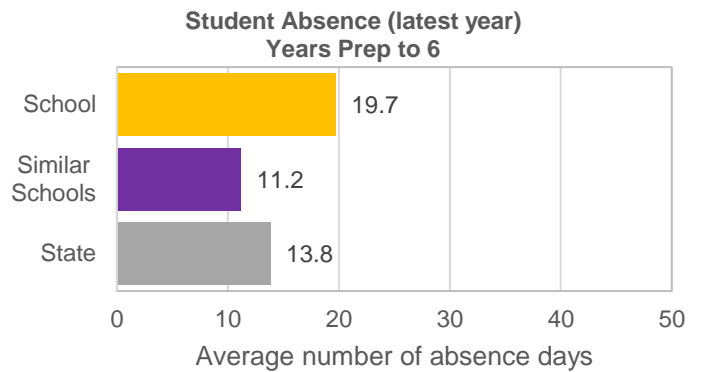
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.7	18.6
Similar Schools average:	11.2	14.1
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):	89%	91%	88%	90%	90%	90%	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.

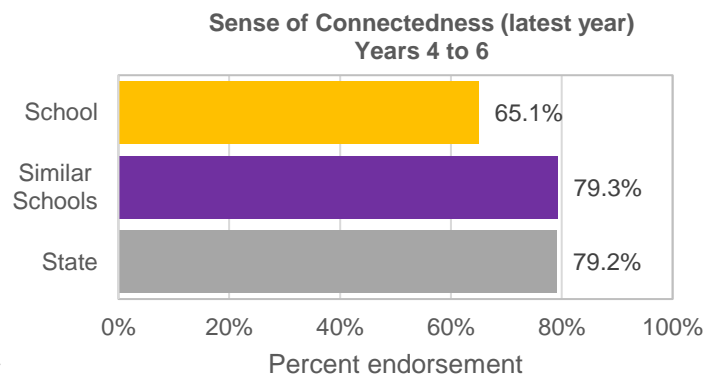
Student Attitudes to School – Sense of Connectedness

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:	65.1%	65.9%
Similar Schools average:	79.3%	80.0%
State average:	79.2%	81.0%



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

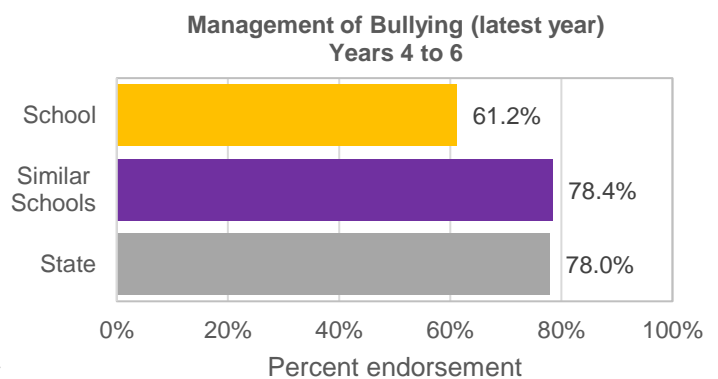
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	61.2%	67.2%
Similar Schools average:	78.4%	80.1%
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	\$2,038,154
Government Provided DET Grants	\$198,763
Government Grants Commonwealth	\$132,002
Government Grants State	NDA
Revenue Other	\$14,540
Locally Raised Funds	\$121,683
Capital Grants	NDA
Total Operating Revenue	\$2,505,143

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,481
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$20,481

Expenditure	Actual
Student Resource Package ²	\$2,212,164
Adjustments	NDA
Books & Publications	\$2,665
Camps/Excursions/Activities	\$47,599
Communication Costs	\$6,364
Consumables	\$42,981
Miscellaneous Expense ³	\$7,099
Professional Development	\$6,763
Equipment/Maintenance/Hire	\$109,811
Property Services	\$60,025
Salaries & Allowances ⁴	\$112,970
Support Services	\$13,199
Trading & Fundraising	\$17,702
Motor Vehicle Expenses	\$1,965
Travel & Subsistence	\$8,989
Utilities	\$15,747
Total Operating Expenditure	\$2,658,649
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	NDA

- (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

Funds available	Actual
High Yield Investment Account	\$156,098
Official Account	\$8,671
Other Accounts	NDA
Total Funds Available	\$164,770

Financial Commitments	Actual
Operating Reserve	\$66,686
Other Recurrent Expenditure	\$1,801
Provision Accounts	NDA
Funds Received in Advance	\$42,967
School Based Programs	\$62,572
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$10,628
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$46,802
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$231,455

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.