

# 2019 Annual Report to The School Community



**School Name: Newport Lakes Primary School (0113)**



**Newport Lakes**  
Primary School

- 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 2019 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 10 March 2020 at 01:04 PM by David Moss (Principal)

The 2019 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 20 March 2020 at 04:24 PM by Sarah Yallop (School Council President)

## About Our School

### School context

Newport Lakes Primary School was officially opened on 1st April 1856 and celebrated its 163 year of the provision of education to the students of Newport in 2019.

The school shares a strong vision that we believe all students can learn and as members of diverse communities we can make a difference to the world around us. The school values of responsibility, respect, resilience, compassion and critical thinking are explicitly taught and actively promoted in a whole school student wellbeing positive behaviour program.

The school had a census date enrolment of 494 students enrolled in 2019, 253 female and 241 male. There was an increase of a total of 30 students compared to the 464 enrolled in 2018.

In 2019 there were 20 classrooms with an average class size of 24.7 students.

The school's SFOE (School Family Occupation and Education ) index in 2019 was 0.1766 which places the school in the overall socio economic profile of 'high' and is marginally lower than the previous index of 0.1788 in 2018.

The school completed the year with an equivalent of 32.8 effective full time staff which included 2 principal class members, 24.5 teaching staff and 6.3 education support staff.

The school offered high quality specialist programs in the areas of Classroom Music, Drama, Physical Education, Visual Art and Indonesian LOTE. The school continues to offer a unique and exemplary instrumental music program offering students the opportunity of learning advanced musical notation and develop the discipline required to work as a member of a school band that provides authentic performance experiences

### Framework for Improving Student Outcomes (FISO)

Goal 1. Every child achieves their optimal learning growth in literacy and numeracy.

Building practice excellence

To develop and implement a targeted approach to the teaching of writing involving professional learning that will improve teacher knowledge, classroom practice and student writing.

To improve the quality of student writing by explicitly teaching writing traits, revising strategies, scaffolding literacy/mentor texts, and by putting faces on our writing data.

Goal 2. Students are cognitively engaged and empowered in their learning.

Empowering students and building school pride

Continue to develop learner agency strategies and activities including student feedback and data collection

Goal 3. There is an effective and cohesive school leadership team that drives school improvement aligned with the School Strategic plan.

Instructional and shared leadership

Build the capacity and effectiveness of school leaders by means of school partnership, peer mentoring and professional learning.

### Achievement

Achievement

"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.

"Similar School Comparison" is a way of comparing school performance to similar schools in Victoria that takes into account the school's socioeconomic background of students, the number of non-English speaking students and the

size and location of the school. Possible Similar School Comparison values are 'Similar', 'Above' or 'Below' relative to the similar or 'like schools' group with similar characteristics.

Teacher Judgement of student achievement.

The 2019 achievement scores were once again very strong and were higher than both state mean and similar school comparisons. The school's scores for teacher judgement at or above expected age standards were 97.1 % for both English and Maths compared to a state median of 89.7 % for English and 90.3 % for Maths. The states 'middle 60 percent high' score for English was 95% and Maths 95.8%.

#### NAPLAN

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

The 2019 student scores for NAPLAN for Yr. 3 were above the state mean for Reading and Numeracy and similar to 'like school' comparison in Numeracy and above in Reading.

The 2019 student scores for NAPLAN for Yr. 5 were above the state mean and 'like schools' for Reading and Numeracy and similar to like school comparison in Numeracy and above in Reading.

Over a 4 year average the school consistently scored well above the percentile of state median and the middle 60 percent high group in both Reading and Numeracy and in both Yr.3 and Yr. 5.

#### 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). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The medium –high learning gains achieved by our students in 2019 ranged from 62.7 % in Numeracy and Writing to 76.4% in Grammar and Punctuation. A moderately low gain of only 9% was achieved in Numeracy and will be area of focus in the following years.

In 2019 there was a planned and effective 'sharp and narrow ' focus on writing. We consolidated and embedded the work on scaffolding literacy and continued the ongoing work on the 6 + 1 Writing Traits.

As we progress into 2020, we will continue our work in writing with a focus on the strategic teaching of vocabulary. This will involve a training of a further two teachers in Leading Literacy for Networks and continue the offering of sharing professional learning facilitated by NLPS Leaders. A further professional learning day facilitated by Dr. Misty Adoniou will further strengthen teacher knowledge and practice of scaffolding Literacy.

## Engagement

#### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates the school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

In 2019 the school recorded an average number of 13.2 days of absence compared to state median of 16.3 and the 'middle 60 percent high' of 19.4. Over the 4 year average the number of absences was 14.1 compared to state median of 15.5 and the 'middle 60 percent high' of 18.2..

The average number of absences across all year levels was 93.2% with no decrease in Yr. 5 and 6 which is a common trend across the state.

Common reasons for non-attendance include illness and extended family holidays.

After a thorough and extensive year of implementation of student agency in 2018, this year's focus was more on consolidation and giving PLT's the time and 'space' to allow for learner agency to be included and acted upon in the classrooms.

As there is not a 'rule book or current best practice' to follow, some of the best examples of learner agency are occurring from within the school. It is important to allow for time in professional learning schedule for PLT's to share their work on Learner agency with all staff. In 2020, we will continue work with Kath Murdoch on inquiry & learner agency.

A school based 'Learner Agency' survey was developed and implemented in 2019 to provide the school with additional data on this subject. The survey will again be conducted early in term 4 2020 to give ongoing annual measurable data.

## Wellbeing

### 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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

The percent endorsement recorded in 2019 in the 'sense of connectedness' was 79.9 was slightly lower than the state mean and moderately lower than the 'middle 60 percent high' score of 88.9%. The score was similar to that of 'like schools'.

### 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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

The percent endorsement recorded in 2019 in the 'management of bullying' was 78.2 which was slightly lower than the state mean of 81.6 and lower than the 'middle 60 percent high' score of 90%. The score was below to that of 'like schools'. Further investigation into the responses of these scores is being undertaken by leadership, teaching teams and the student welfare team to ensure adequate strategies are implemented to improve this important area of student safety and welfare.

At Newport Lakes PS, we work hard to promote positive behaviour in our community. School-wide positive behaviour support (SWPBS) is a framework that we follow, which brings together a school community to develop positive, safe, and supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

The school continued with the explicit teaching and promotion of the school values in the classrooms and school assemblies.

Sometimes problems happen where relationships need to be repaired. When problems like this happen, the school extensively uses Restorative Practices to repair the harm.

## Financial performance and position

Newport lakes primary school maintained a very sound financial position throughout 2019. The 2017-2021 strategic plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for the school council allocation of funds to support the school programs and priorities.

The Financial performance report shows an end of year surplus of \$711,223. The surplus occurred through generous community grants, community fundraising including a school fete, parent donations, revenue for hall hire, the annual OSHC Licence fee and the transferring of surplus 2018 SRP credit funding into cash. The school received a small amount of equity funding which contributed to the employment of a Intervention Teacher and Reading Intervention resources.

**For more detailed information regarding our school please visit our website at**  
<https://www.newportlakesps.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

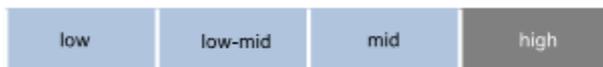
#### Enrolment Profile

A total of 494 students were enrolled at this school in 2019, 253 female and 241 male.

13 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

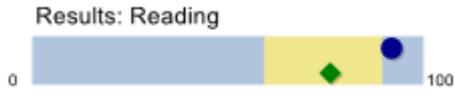
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison</p> <ul style="list-style-type: none"> <li>Above (Teal circle)</li> <li>Similar (Light blue circle)</li> <li>Below (Blue circle)</li> </ul> <p><b>Above</b> </p> <p><b>Above</b> </p>

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar School Comparison	
<p><b>NAPLAN Year 3</b></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>Above </p> <p>Similar </p>	
<p><b>NAPLAN Year 5</b></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>Above </p> <p>Above </p>	

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <p><b>Numeracy</b></p> <p><b>Writing</b></p> <p><b>Spelling</b></p> <p><b>Grammar and Punctuation</b></p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	93 %	92 %	94 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	93 %	92 %	94 %	92 %										

### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison  
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Similar <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below <span style="color: blue; font-size: 2em;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,555,890	High Yield Investment Account	\$646,844
Government Provided DET Grants	\$635,499	Official Account	\$53,417
Government Grants Commonwealth	\$6,554	Other Accounts	\$10,962
Revenue Other	\$18,562	<b>Total Funds Available</b>	<b>\$711,223</b>
Locally Raised Funds	\$479,385		
<b>Total Operating Revenue</b>	<b>\$4,695,891</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$18,357		
<b>Equity Total</b>	<b>\$18,357</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,402,033	Operating Reserve	\$140,199
Books & Publications	\$3,168	Funds Received in Advance	\$292,220
Communication Costs	\$8,319	School Based Programs	\$38,232
Consumables	\$108,634	Funds for Committees/Shared Arrangements	\$67,722
Miscellaneous Expense <sup>3</sup>	\$370,408	Asset/Equipment Replacement < 12 months	\$10,000
Professional Development	\$46,664	Maintenance - Buildings/Grounds < 12 months	\$300,000
Property and Equipment Services	\$172,350	<b>Total Financial Commitments</b>	<b>\$848,373</b>
Salaries & Allowances <sup>4</sup>	\$136,747		
Trading & Fundraising	\$42,894		
Utilities	\$27,144		
<b>Total Operating Expenditure</b>	<b>\$4,318,360</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$377,530</b>		
<b>Asset Acquisitions</b>	<b>\$144,531</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) 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.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').