

2021 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).
- 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 2021 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 06 April 2022 at 09:25 AM by David Moss (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 12:56 PM by Meredith Kelly (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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

Newport Lakes Primary School is a co-educational primary school located 8 kms west of the Melbourne CBD. Newport Lakes Primary School's vision is to develop students that are resilient, responsible, respectful and compassionate, within a safe and nurturing environment.

We provide a rigorous educational program that empowers students to excel, take action and become lifelong learners. We believe all students can learn and as members of diverse communities we can make a difference to the world around us. The values our school community embraces are : Resilience, Critical Thinking, Responsibility, Compassion and Respect

In 2021, our February census enrolment was 537. The school was organised in 23 straight and composite level classes comprising of 4 Prep or Foundation classes, 4 classes of Year 1 classes, 4 classes of Year 2 classes, 6 classes of Year 3/ 4 classes and 5 classes of Year 5/ 6 classes. The school also conducted a specialist program of Visual Arts, Physical Education, Indonesian LOTE (Languages Other Than English) and Music / Performing Arts. All of the 23 classes attended a 1-hour lesson per week of each of the 4 specialist subjects.

The school also conducts its own instrumental music program where students may choose to learn a musical instrument (brass, woodwind, percussion). Most of these students progress to the school's Concert Band consisting of over 40 students from Years 2-6. The school's music program also consists of a Junior and Senior Choir and a Ukulele Group.

The school's SFOE in 2021 was 0.1723. The number of staff for this same year was 39.3 EFT. The staffing profile was made up of 32 teaching staff (1 Principal, 1 Assistant Principal, 1 Leading Teacher, 3 Learning Specialists, 26 Teachers) and 7.2 Education Support staff (3.8 Integration Aides, a Medical Assistant, 1.4 Office Assistants and a Business Manager).

Framework for Improving Student Outcomes (FISO)

In 2021, Newport Lakes Primary School focused on the implementation of Key Improvement Strategies that related to the FISO dimensions of 'Excellence in teaching and learning', 'Building practice excellence' and 'Empowering students and building school pride'. The school also included a Health and wellbeing priority in line with the Education Department's directive.

Actions from the Key Improvement Strategies included:

- Implementing a school wide tutoring program in literacy and numeracy
- Whole school professional learning on Literacy (Review of 6+1 Traits, Readers' notebooks, Writers' notebooks, What makes a good writing conference?, Vocabulary and Moderation Opportunities)
- Implemented a system for the collection and analysis of literacy and numeracy data across the school
- Revisited the NLPS Health Scope and Sequence to ensure that it is guaranteed, viable and clear for all teaching teams
- Introduced explicit teaching of strategies to support the reduction of anxiety and depression and build resilience amongst our students
- Established an agreed approach to monitoring and responding to student wellbeing concerns; revisiting how to respond to a student disclosure of family violence

To support the implementation of these KIS, 2 additional Learning Specialists were appointed during the year to assist in the improvement of the teaching and learning of Literacy, Numeracy and Digital Technologies.

In response to the continued difficulties associated with the state lockdowns and remote learning, a major focus was made towards the health and well-being of both students and staff throughout the year, especially during the second semester. Although still above similar schools and state means, there was a significant decrease in the sense of connectedness that students had with their school in 2021. Given this was a system wide trend and expected due to the time experienced undertaking remote learning, this will still need to be monitored as we return to normal school

conditions.

Newport Lakes Primary School also completed a KIS to develop and implement a whole school instructional model to ensure teaching consistency across the school.

Due to a back-log of school reviews caused due to the state lockdowns in 2020/ 2021, Newport Lakes Primary School were requested to postpone their school review, and subsequently a new Strategic Plan, until Semester 1, 2022.

Achievement

In 2021 the school continued work on its Strategic Plan goal for every child to achieve their optimal learning growth in literacy and numeracy.

The percentage of students in Years P to 6 'at or above the expected standard' in teacher judgements was 94% in English which was slightly above the average of similar schools (93%) and in Mathematics the score was 91% which is slightly below the average of 93% recorded in similar schools. These results remain similar to those recorded in 2020 in both English and Mathematics.

The school's year 3 and year 5 NAPLAN results were well above state means and similar to schools that are classified as being like to Newport Lakes Primary School. The 2021 Reading result was below the 4-year average in both Year 3 and Year 5 but remained similar in Numeracy.

Although disappointing to see a decrease in the Reading scores, considering the disruption to the student's education in 2020 and 2021, the school has still performed very well in maintaining a very level of achievement.

The school did not achieve its target to match or exceed the Learning Gain growth from Year 3 to Year 5 in Reading and Numeracy in similar schools but was successful in the area of Writing.

A range of additional Literacy and Numeracy supports were implemented in 2021 including the Tutoring program, Individual Learning Plans and GRIN (Getting Ready in Numeracy). These supports involved a variety of 1:1 teaching, small groups, structured parental support, online support and before school 'front loading' lessons.

Selected students from Years 3-6 also participated in the Victorian High Ability Program in the online programs in Literacy and Numeracy and selected enrichment programs.

Students supported through the program for Student Disability all showed satisfactory progress in achieving their individual goals as listed in their ILP's.

Engagement

The further continuation of remote learning in 2021 made it an extremely challenging year for students, staff and parents. Keeping students engaged in their remote learning programs became increasingly difficult as the year progressed, and many parents were also finding the burden of supervising their child's education at home very demanding and difficult. New and innovative methods and actions were implemented by teachers to keep students engaged during remote learning including online incursions, small break out groups, online social meets for students, the making of videos as well as the maintaining of the daily check-ins and remote learning lessons.

The inclusion of a weekly Specialist Program Day where students were engaged in a day full of practical specialist lessons eg. visual art, drama , PE , Music and LOTE was a welcome addition to the online programs for the students and a break for parents from the supervising and assisting their child during remote learning. It also provided an opportunity for the teachers in their respective professional learning teams to have collaborative time to plan engaging lessons for their students.

The school had a focus on resilience, respect and being inclusive which included explicit teaching of Health and welfare related activities eg. 'What is Consent at NLPS?' and a whole school celebration of ITSOK2BEME Day. Although the target to reduce the variability of the data between girls and boys to within 5% in all AToSS domains was not fully met the viability was reduced significantly in all domains with the girls scoring to be more positive than the

boys in many factors.

The average number of student absences (Prep-Yr.6) was 9.9 days per student which was lower than similar and state schools' average which was 11.3 and 14.7 respectively.

During remote learning, daily check-ins were conducted for all grades and parents were contacted by the school if a child failed to attend more than 3 consecutive days of learning. Parents were also informed by Newsletter and Compass of the importance of the return to school when restrictions were lifted and assistance was available if their child was experiencing anxiety about resuming school.

Wellbeing

The school has made substantial progress in student welfare over the last few years with a significant focus on student mental health and wellbeing during the pandemic in 2021. Following from a very disrupted 2020, the 2021 school year proved to be one of the most difficult and challenging times over a sustained period for students, staff and parents.

It was important for the students to feel and know they were safe and that there was always support available. Some actions included 'Who I can talk to' posters designed to remind children that there are people that they can go to if they are feeling worried/unsafe, Kids Helpline contact details on display, 'My Growth Mindset' thoughts in every classroom, 'Our school stands up for inclusion and diversity' posters displayed in prominent places around the school and continual daily check-ins for all students whilst on remote learning.

Even through such a difficult year, Newport Lakes PS was able to maintain its high sense of connectedness and management of bullying results in the AtoSS survey with results being at or above similar schools. Parent satisfaction results in the 2021 Parent Opinion Survey was significantly lower than previous years and was below state average. Considering the students were undertaking remote learning at the time of the survey, and that only 15 parents responded to the survey, the results may need to be taken with some hesitancy but should still be noted for future reference.

Staff satisfaction, according to the School Staff Survey, was well above similar schools the state average which was very pleasing considering the challenges of the year and that most staff and their families were forced to be in a household lockdown at the time of the survey.

In 2021 the school focused on the KIS related to the FISO dimension of positive Climate for Learning by embedding the aspects of the PSWB platform including the Restorative Practices on a consistent school-wide basis. It is very important for students to feel safe with a positive mindset if they are to learn to their full potential. After being a partner school in the Respectful Relations program in 2020, NLPS was invited to become a Lead school to support a number of other network schools in 2021 to assist in the implementation and delivery of the program in their schools.

Finance performance and position

2021 was a year like no other for everyone including us here at Newport Lakes Primary School (NLPS). A lot of time and energy was invested into our Financial Management and careful budgeting. This is evident in the continuation of the best education outcomes for our students and the continued improvements and maintenance of our buildings and grounds.

The school was able to invest heavily in developing a new inclusive entrance (ramp) to the main school building. The inclusion of the ramp not only allows easier access for students who may not be able to navigate stairs but also for families with prams and caregivers who may need assistance. The landscaping that accompanied the new ramp to the school entrance has enhanced the entrance, making it even more so inviting and pleasing on the eye. The generous voluntary donations from families into the building fund help fund this project.

The larger than expected net operating surplus reported is a direct result of the Covid – 19 impact of 2021. Again, the 'whole school' did not participate in as much professional development as previous years or have a need to engage in school local payroll (SLP) as the need for CRT's to cover planning days / sessions, personal leave, LSL and the likes was not as high.

In addition, NLPS was a pilot Hub school for the South Western Region for the graduates transforming the first years of the teaching career pilot which provided additional funding that did not get fully utilised and is allocated towards future professional learning. The school did invest heavily in buying 80 new IPADS which have been distributed to classes throughout the school.

Unfortunately, due to COVID, the school was unable to partake in any major fundraising events in 2021. However, the entire school is extremely grateful of the efforts of everyone involved in the small amount of fundraising activities which were conducted virtually.

Finally, our student charges and voluntary contributions remain an integral component of our school funding, allowing students access to the ongoing opportunities and experiences provided at NLPS. Our parent community's ongoing commitment to the school through a high rate of payment of these contributions remain critical in providing opportunities to our students. Parent contributions also continued to fund the invaluable service of the school first medical assistant, which receive no Department funding.

Thank you to School Council and the Finance Committee for their continued leadership, support and guidance in implementing the financial aspects of our long term school strategy.

For more detailed information regarding our school please visit our website at
<https://newportlakesps.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 537 students were enrolled at this school in 2021, 289 female and 248 male.

13 percent of students had English as an additional language and NDP 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).

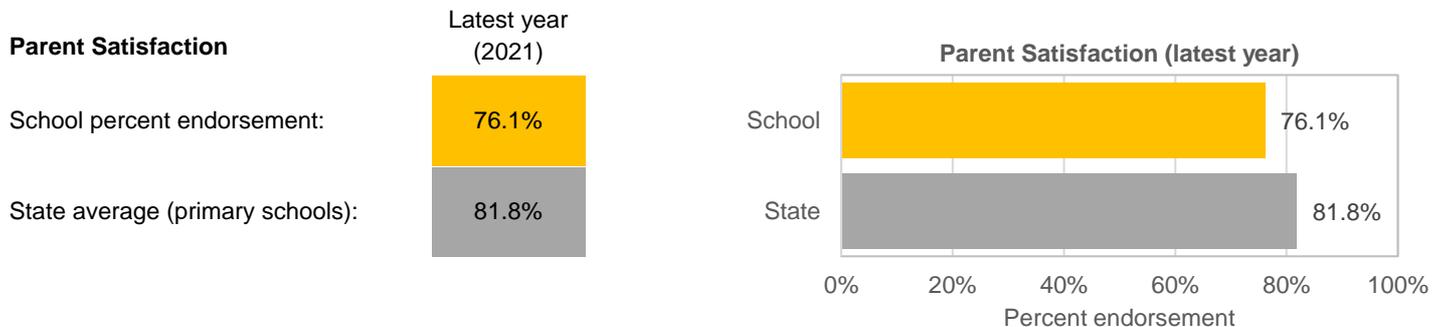
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

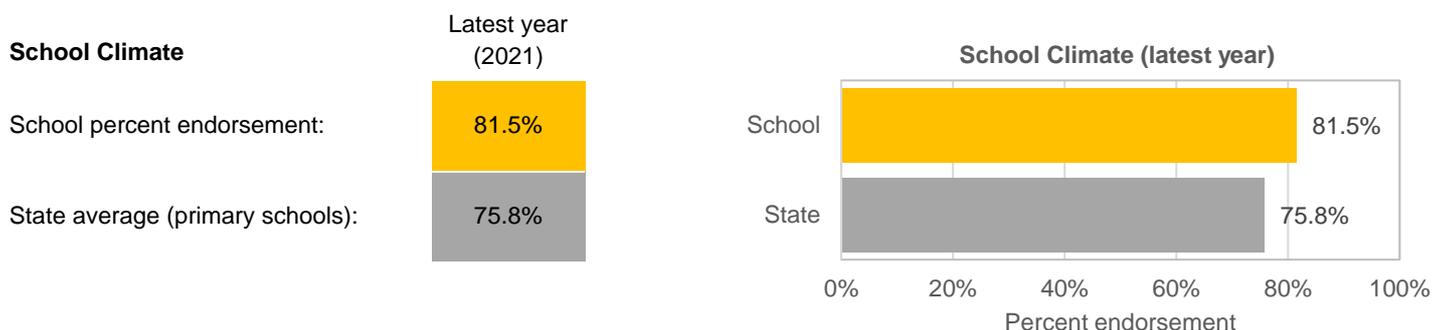


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

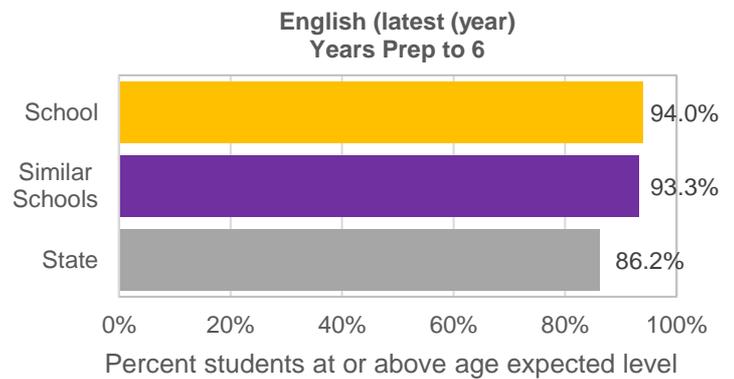
94.0%

Similar Schools average:

93.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

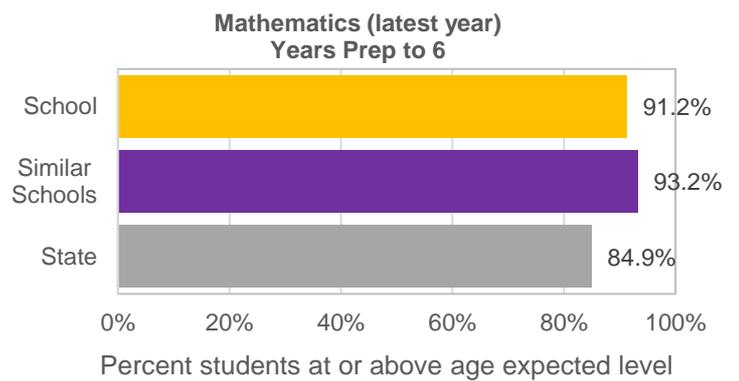
91.2%

Similar Schools average:

93.2%

State average:

84.9%



ACHIEVEMENT (continued)

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.

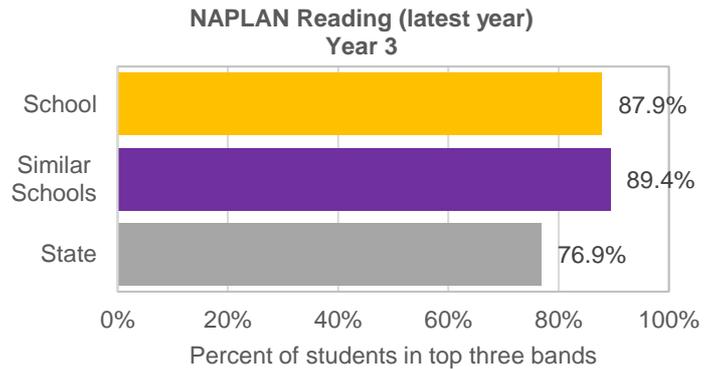
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

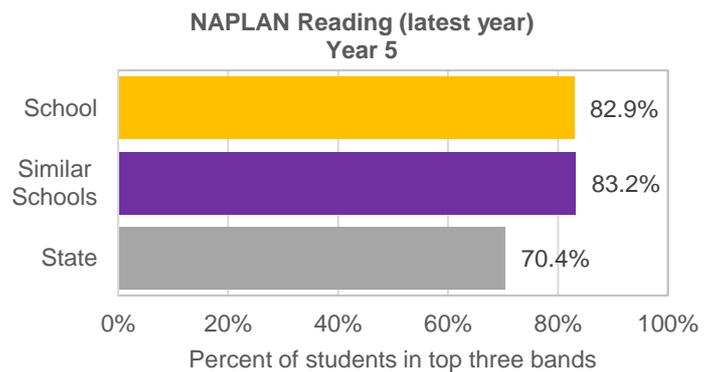
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.9%	90.1%
Similar Schools average:	89.4%	88.2%
State average:	76.9%	76.5%



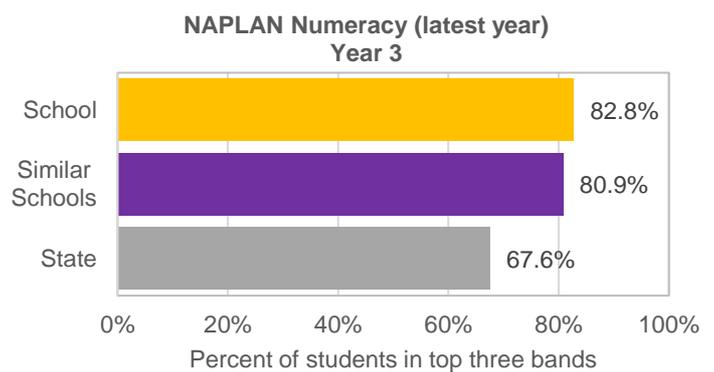
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.9%	87.2%
Similar Schools average:	83.2%	81.6%
State average:	70.4%	67.7%



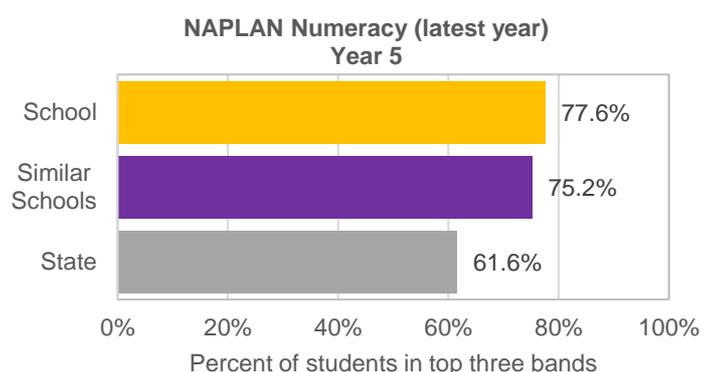
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.8%	82.0%
Similar Schools average:	80.9%	82.1%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.6%	77.8%
Similar Schools average:	75.2%	74.9%
State average:	61.6%	60.0%



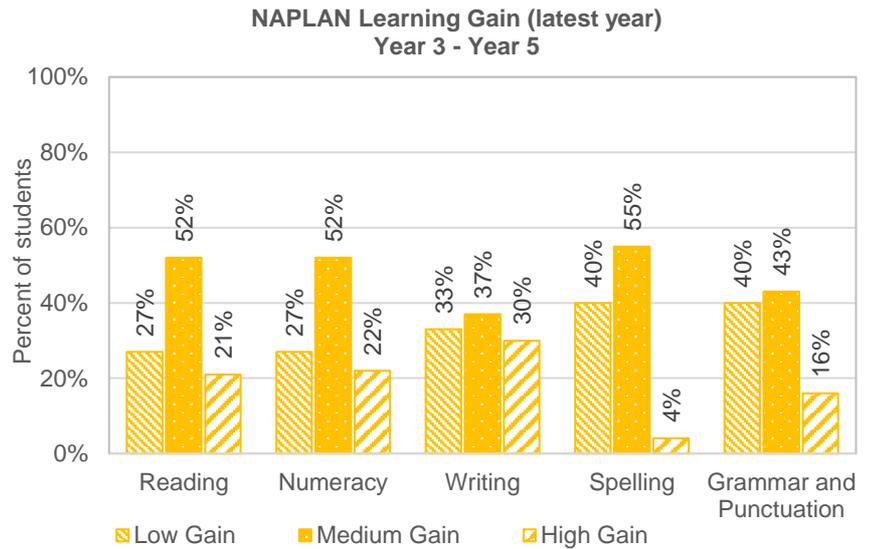
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	52%	21%	29%
Numeracy:	27%	52%	22%	26%
Writing:	33%	37%	30%	28%
Spelling:	40%	55%	4%	25%
Grammar and Punctuation:	40%	43%	16%	26%



ENGAGEMENT

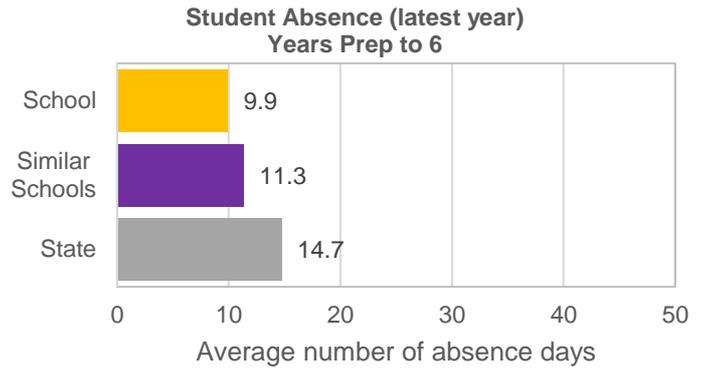
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	9.9	11.4
Similar Schools average:	11.3	12.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	95%	94%	96%	96%	95%	93%

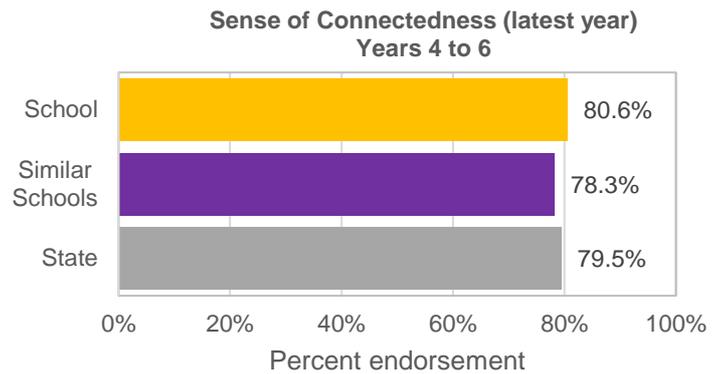
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.6%	81.2%
Similar Schools average:	78.3%	79.7%
State average:	79.5%	80.4%

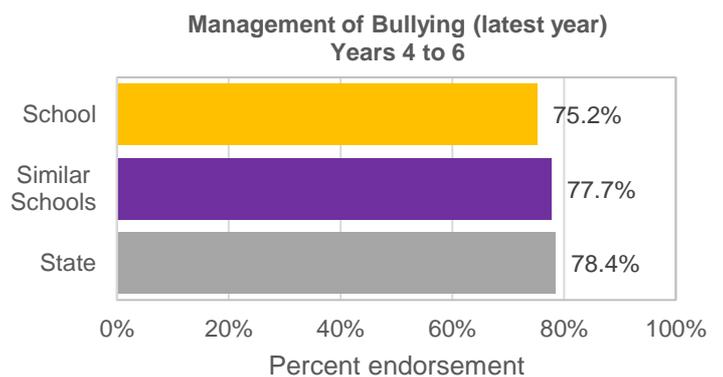


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	75.2%	78.5%
Similar Schools average:	77.7%	79.2%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,300,323
Government Provided DET Grants	\$559,784
Government Grants Commonwealth	\$3,591
Government Grants State	\$2,700
Revenue Other	\$9,333
Locally Raised Funds	\$517,308
Capital Grants	\$0
Total Operating Revenue	\$5,393,038

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,073
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$31,073

Expenditure	Actual
Student Resource Package ²	\$4,115,616
Adjustments	\$0
Books & Publications	\$8,863
Camps/Excursions/Activities	\$174,975
Communication Costs	\$3,918
Consumables	\$113,627
Miscellaneous Expense ³	\$16,931
Professional Development	\$18,617
Equipment/Maintenance/Hire	\$100,808
Property Services	\$121,007
Salaries & Allowances ⁴	\$123,726
Support Services	\$136,768
Trading & Fundraising	\$14,717
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,992
Total Operating Expenditure	\$4,979,567
Net Operating Surplus/-Deficit	\$413,471
Asset Acquisitions	\$44,296

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$521,264
Official Account	\$122,635
Other Accounts	\$13,410
Total Funds Available	\$657,309

Financial Commitments	Actual
Operating Reserve	\$125,230
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$86,227
School Based Programs	\$81,897
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,878
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$180,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$490,232

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.