

2022 Annual Report to the School Community

School Name: Newport Lakes Primary School (0113)



- 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 of the previous calendar year 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 28 April 2023 at 01:11 PM by David Moss (Principal)

- This 2022 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 08 May 2023 at 10:41 AM by Steph Viljoen (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 was opened on the 1st April 1856 making it one of the oldest continuous operating state schools in Victoria.

The vision of NLPS 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 school's values are;

Resilience	We keep on trying.
Critical Thinking	We solve problems and use our minds well.
Responsibility	We take care of ourselves, our community and our world.
Compassion	We always treat each other well.
Respect	We think about and act in a positive way towards other.

The school is located in Elizabeth St. Newport in the local government area of the City of Hobsons Bay.

In 2022 the school's enrolment on census day was 544 students which was a slight increase from 537 students enrolled in 2021. Newport Lakes Primary is currently at its capacity and has implemented an Enrolment Policy which is communicated to prospective parents. We have experienced many requests from families outside our **zoned** area, which we were unable to accept. There were 68 students enrolled in 2022 from EAL (English as an Additional Language) families which was slightly higher than the 67 EAL students enrolled in 2021. Of the 68 EAL students, 9 were enrolled in Prep in 2022.

The school's organisational structure in 2022 consisted of 23 classrooms arranged in 6 Professional Learning Teams (PLT's) determined by the number of students per co-hort. This included 4 x Foundation (Preps), 3 X Yr. 1 classes, 4 x Yr. 2 classes, 3 x Yr. 3 classes, 3 x Yr. 4 classes and 6 x Yr. 5/ 6 classes. All PLT's were led by a team leader.

In 2022 there were a total of 39.5 staff consisting of 39.5 teachers and 7.8 education support staff.

The teachers were supported by 3 Learning specialists, a Leading teacher, an Assistant principal and the Principal. The specialist lessons were Art, Physical Education, Library, Auslan and performing Arts (Music/ Drama).

Progress towards strategic goals, student outcomes and student engagement

Learning

The strategic focus is that all students make at least 12 months growth in their learning in each year. Some of our students thrived in the remote learning environment coming into 2022, while others did not maintain their learning progress despite the best efforts of their teachers and families and needed extra learning and wellbeing support during 2022.

To ensure that all NLPS students were challenged at their appropriate learning level, the school focused on ensuring that learning was differentiated in each classroom and tasks that had both a low floor and a high ceiling, particularly in mathematics. Additionally, both support and extension groups were provided for outside of the classroom as well, through the Tutor Learning Initiative, Getting Ready in Numeracy and VHAP and VCE activities.

In 2023 we will continue to focus on student learning and student wellbeing through the AIP 2023 Priority Goals a Learning Key Improvement Strategy and a Wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with the Framework for Improving Student Outcomes.

NAPLAN was undertaken in 2022 with our Year 3 and Year 5 students participating. In 2022, NAPLAN was unable to provide a further opportunity to track students by examining the learning growth from Year 3 and Year 5 as these particular students did not complete NAPLAN in 2020 due to Covid lockdown.

In 2022 our students achieved the following results:

Year 3 Reading

Top 3 Bands NLPS – 84 %	Similar Schools average – 88 %	State – 76 %
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Year 5 Reading

Top 3 Bands NLPS – 80 %	Similar Schools average – 82 %	State – 70 %
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Year 3 Numeracy

Top 3 Bands NLPS – 78 %	Similar Schools average – 79 %	State – 64 %
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Year 5 Numeracy

Top 3 Bands NLPS – 68 % Similar Schools average – 68 % State – 54 %

Wellbeing

At Newport Lakes PS, our sense of community is incredibly important as well as building positive relationships between all students, parents and staff. 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. Students at NLPS are explicitly taught our school values of resilience, respect, responsibility, critical thinking and compassion, across all parts of the school day. Exemplary behaviours that demonstrate these values in action throughout the school day are also celebrated at class and whole school level. As part of our review of our school's SWPBS Matrix, coordinated by the Wellbeing/Health KLT, we created an updated, more 'kid friendly' version, that had input from students into what behaviours we all expect to demonstrate and see under our five core school values.

As our main, Tier 1, strategy, student wellbeing is addressed in our curriculum for every year level through our 'Health' program, that includes Respectful Relationships, Bounce Back/SWPBS/School Values, Cyber Safety and Child Wise. Further literature was also purchased for all teams' health tubs, to support the teaching of health-based topics. The school continued to implement the use of Restorative Practices when responding to student behavioural choices. Restorative Practices promote inclusiveness, relationship-building and problem solving through structured conversations that resolve conflicts and restore friendships/relationships between students. The focus is on ensuring all voices are heard, and that the harm caused to relationships can be repaired.

In response to the survey around neurodiversity we sent out to our staff and community at the end of 2021, the school recognised and prioritised the work they needed to do in the area of ensuring that our many neurodiverse students (and their families) were fully engaged and felt supported by the school. The school provided professional learning to all staff around the following topics; Supporting Students with Neurodiversity (which included information on funding models and communication with allied health professionals, Autism, Dyslexia & Dysgraphia).

Furthermore, the school provided more opportunities for parents and families to work together in supported their child's achievement and wellbeing by scheduling more time for SSGs each term, ensuring more than just the PSD funded students needs were addressed in regular, long format and documented meetings.

The work that the school is doing in this area, as well as academics and behaviour, was more formally documented with the creation of an NLPS Response to Intervention (RtI) graphic and related table. This shows the specific activities that are done to support students at tier 1 (100% of students), tier 2 (20%) and tier 3 (5%) level. It was also placed on the school's website so our community became more aware of what the school is/can do in these areas.

Engagement

The school was very pro-active in 2022 in the re-introduction of many student and community focussed events and activities that were ceased or postponed due to Covid and lockdowns and social distancing rules. The lifting of restrictions permitted our community to come back to our school, and also brought a huge sense of belonging, connectedness and engagement for all students.

After many years of absence, the children were able to prepare, conduct and perform the school production entitled, '*Little people, DREAMING BIG*'. Involving all classes, the school choir and the school band, the school production was performed to an audience of over 800 at the Williamstown as well as a further 1000 screens that logged in from locally, interstate and even overseas.

School camps were once again conducted with the Yr. 3/4 children attending the Lady Northcote camp in Bacchus Marsh and the Yr. 5/6 enjoying a camp to Philip Island. Both camps were conducted in term 4 and were attended by more than 90% of the children in each co-hort. The re-introduction of the camps allowed the students and staff to engage in adventure activities in a fun, social and collective environment. The surfing program conducted at Philip Island will be highlight of many of the student's primary school education.

On a warm and balmy Friday evening, the Parents Club conducted the Newport Lakes PS Twilight Fete with almost every child and family attending the event. The Twilight Fete was an amazing event not as a significant fundraiser but also as amazing community event to unite and welcome all families back to our school.

The average number of absence days per student in 2022 was 20 days which is similar to other like schools but much higher than the 4-year average of 13 days per student. The major contributing factor to this was the reduced number of absences during the previous 2 years of remote learning and the very high number of student and teacher absences in 2022 due to Covid.

The school actively addresses non-attendance and late arrivals through regular parent information in the school newsletter on the risks to a child's education due to absenteeism and the significant benefits of high attendance. When there were cases of frequent unaccounted absences direct communication would be made to benefits with offers of support to improve attendance.

Financial performance

2022 restored a much more 'normal' operating year as previously experienced prior to Covid (2020 and 2021). However, the disruptions of the previous two years had taken their toll and thankfully with the careful guidance through Newport Lakes Primary School (NLPS) Leadership team, Finance team and School Council, NLPS was prepared for the many different possibilities which potentially could have come our way in 2022. NLPS prepared itself with significant investment undertaken in online resources, student and staff wellbeing and best practice of what was gained from the online resources of the previous 2 years through remote learning.

Significant time and energy was invested at NLPS into our Financial Management and careful budgeting. This is evident in the continuation of the best educational outcomes for our students and the continued improvements and maintenance of our buildings and grounds.

With the return of fundraising activities, such as school fete and school production, the school returned a phenomenal fundraising amount of \$40,000. This was significantly above the school's expectations and the money was used to further enhance our music and performance arts programs, as well as the bulk of the funds being put aside to aid in the new senior school playground planned for installation in 2023.

In addition to our fundraising, through the enormous generosity of our school community, the other contributions (voluntary) – into the Building Fund, Library Fund and First Aid supported significant investment in two initiatives. Firstly, the Eplatform Library for the whole school cohort which is able to be enjoyed both at school and at home. Also, an increase in our ongoing Reading & Spelling Improvement strategy by the expansion of our classroom libraries and resources, ensuring rich, good quality literature is always available for students. These exciting projects were possible within NLPS as we remained in a sound financial position.

The entire school community is extremely grateful for the efforts of everyone involved in fundraising year in, year out and the impact it has to the success of our school. The school also benefited from locally raised funds which were generated through facilities rental from Quantin Binnah, our external out of school care provider and the two local bands who hire our MPR facilities. These funds were an integral component of our school funding and allowed students access to the ongoing opportunities and experiences provided at NLPS.

Our parent community's ongoing commitment to the school is evident through a high rate of payment of these contributions which climbed to almost pre-COVID levels, following a slight decline in 2021. Parent contributions also continued to fund the invaluable service of the school nurse, for which we receive no direct targeted funding from the Department. Thank you to the 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 2.0 (FISO 2.0).

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 544 students were enrolled at this school in 2022, 293 female and 251 male.

12 percent of students had English as an additional language and 1 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).

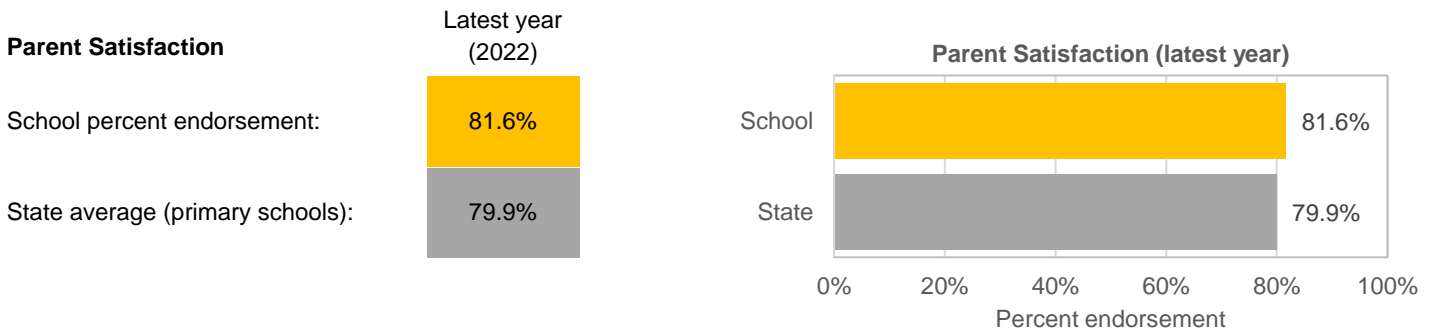
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

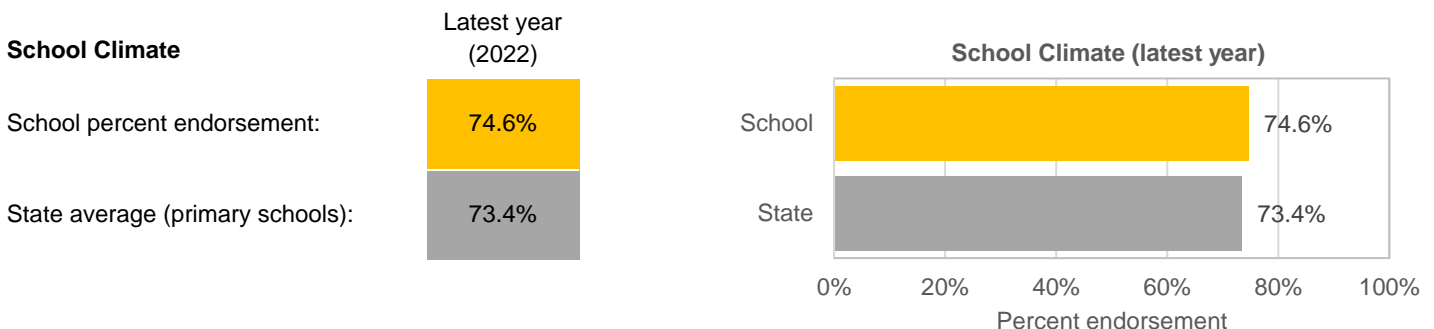


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

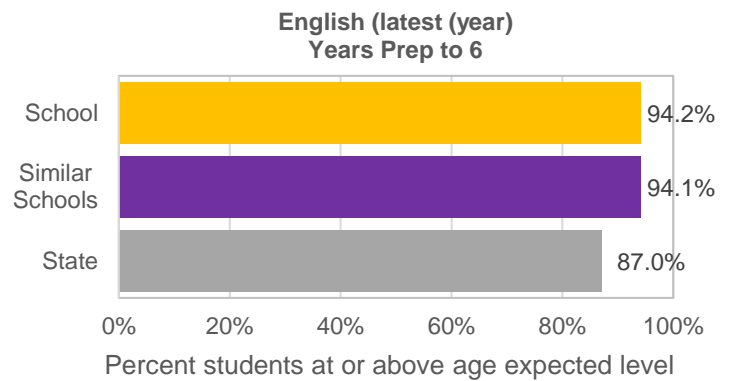
94.2%

Similar Schools average:

94.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

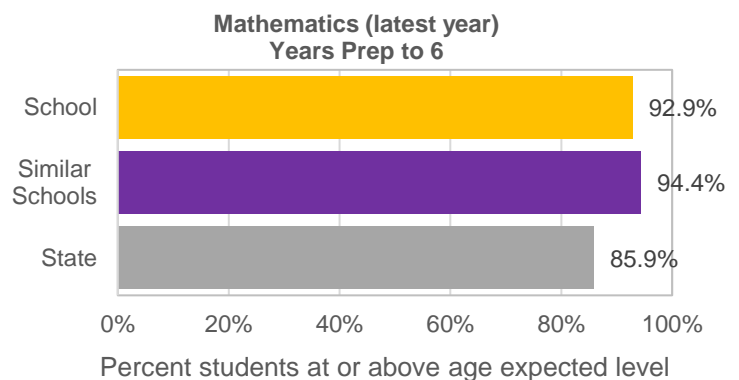
92.9%

Similar Schools average:

94.4%

State average:

85.9%



LEARNING (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.

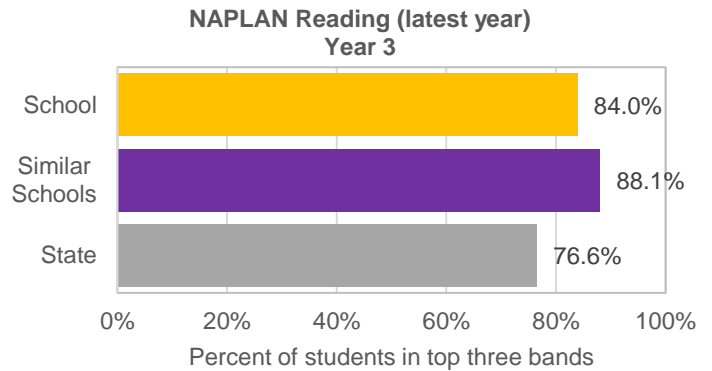
NAPLAN

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 2019, 2021 and 2022 data.

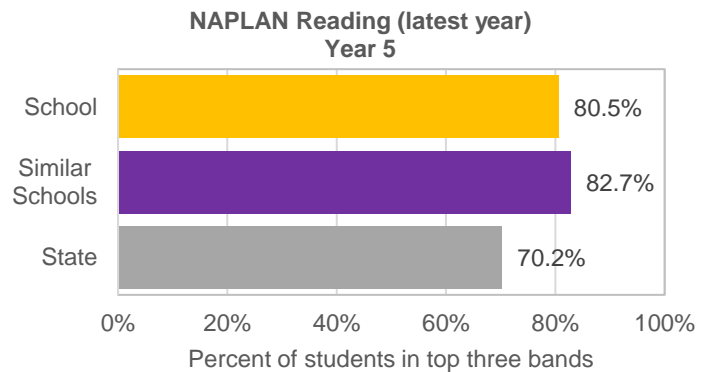
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.0%	88.0%
Similar Schools average:	88.1%	88.2%
State average:	76.6%	76.6%



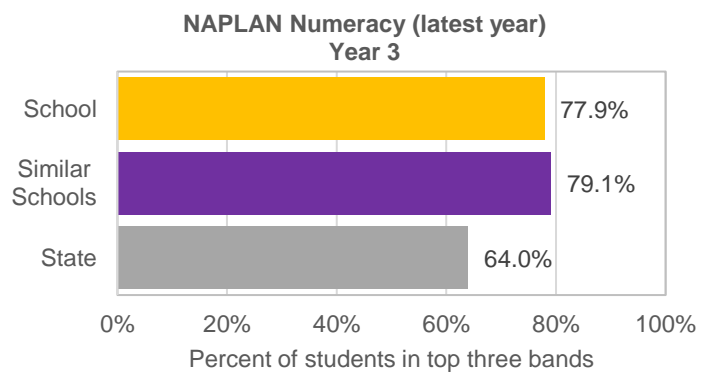
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.5%	83.8%
Similar Schools average:	82.7%	82.2%
State average:	70.2%	69.5%



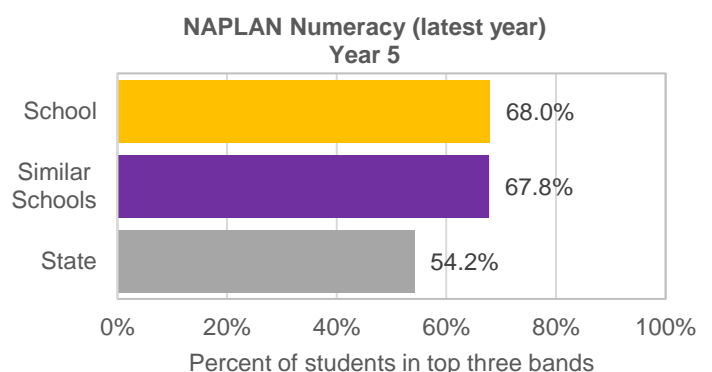
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.9%	80.1%
Similar Schools average:	79.1%	80.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.0%	75.6%
Similar Schools average:	67.8%	72.9%
State average:	54.2%	58.8%



WELLBEING

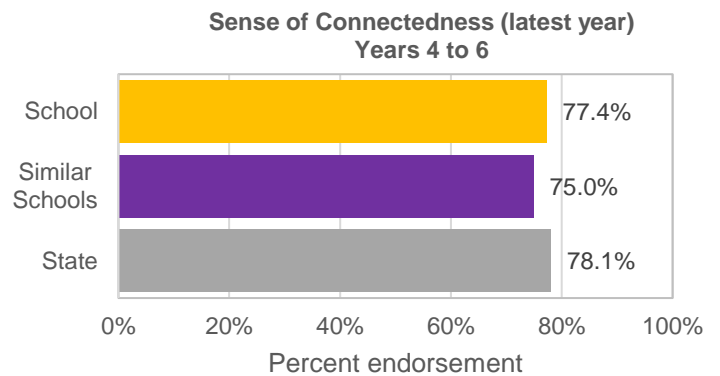
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	77.4%	80.5%
Similar Schools average:	75.0%	77.6%
State average:	78.1%	79.5%

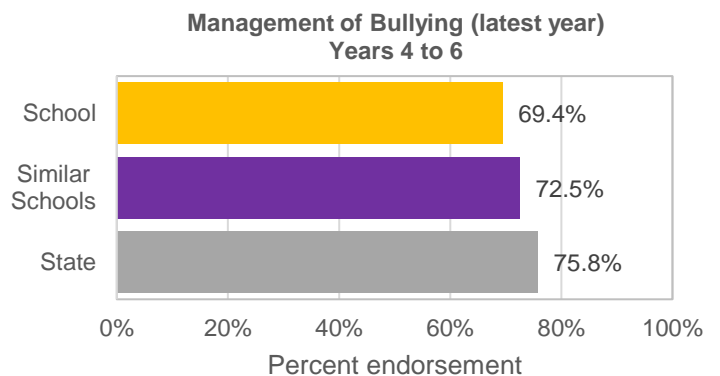


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	69.4%	76.3%
Similar Schools average:	72.5%	76.3%
State average:	75.8%	78.3%



ENGAGEMENT

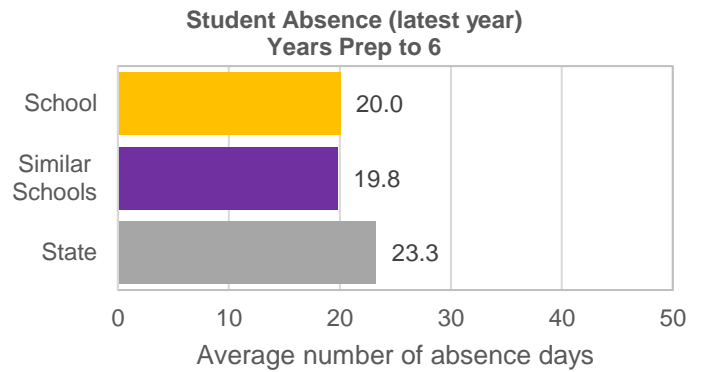
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.0	13.2
Similar Schools average:	19.8	13.5
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	91%	90%	90%	90%	90%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,597,093
Government Provided DET Grants	\$596,134
Government Grants Commonwealth	\$2,911
Government Grants State	\$2,700
Revenue Other	\$17,775
Locally Raised Funds	\$697,203
Capital Grants	\$0
Total Operating Revenue	\$5,913,816

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,965
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,965

Expenditure	Actual
Student Resource Package ²	\$4,511,639
Adjustments	\$0
Books & Publications	\$22,536
Camps/Excursions/Activities	\$215,089
Communication Costs	\$5,609
Consumables	\$112,115
Miscellaneous Expense ³	\$24,055
Professional Development	\$22,127
Equipment/Maintenance/Hire	\$26,269
Property Services	\$76,460
Salaries & Allowances ⁴	\$222,445
Support Services	\$203,785
Trading & Fundraising	\$63,659
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,286
Total Operating Expenditure	\$5,545,072
Net Operating Surplus/-Deficit	\$368,744
Asset Acquisitions	\$0

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$760,708
Official Account	\$132,772
Other Accounts	\$42,395
Total Funds Available	\$935,875

Financial Commitments	Actual
Operating Reserve	\$161,334
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$23,855
School Based Programs	\$43,684
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,352
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$282,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$517,225

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.