

# 2016 Annual Report to the School Community



School Name: Newcomb Park Primary School

School Number: 5444



Name of School Principal:	Julie Warren _____
Name of School Council President:	Miranda Hurley _____
Date of Endorsement:	2017 _____



All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Newcomb Park Primary School is a small school with a big heart. We offer our students an attractive, safe and stimulating learning environment. The caring and dedicated staff work in a collaborative and reflective manner to ensure quality teaching and learning. We are committed to the continuous improvement of all students, where academic excellence across all areas of the curriculum is encouraged with a strong focus on improved Literacy and Numeracy. We offer a differentiated program where students are encouraged to strive for their personal best through programs that are designed to cater for their individual learning needs. Small class sizes with flexible, open learning areas that are all very well resourced cater to the needs of all students with staff knowing and valuing each child. Information and Communication Technology is an integral component of the curriculum and the school is richly resourced with laptops and iPads, interactive whiteboards and large screen televisions in every classroom. The emotional and social wellbeing of the students is well cared for and supported by the wellbeing teacher working with and supporting students and families. The daily breakfast program and fresh fruit in all classrooms every day ensures our children are nurtured and ready for learning. Our three golden words, respect, responsibility and resilience create and promote a positive and cooperative learning environment. We have an active Junior School Council and leadership positions for our senior students. We welcome the support and partnership of our parents through our active School Council and Parents and Friends group and we value ties with the local and wider community. The Jump Start Into Newcomb Park program fosters a sense of pride, achievement and belonging within our school. We have five classroom teachers, two learning support teachers, four specialist teachers, the principal and nine Education Support staff. We employ a Speech Therapist and a Psychologist to support students. We also provide a daily, excellent Out of School Hours Care Program from 3.15- 6.00pm. Newcomb Park is a fantastic place to learn.

### Framework for Improving Student Outcomes (FISO)

#### **Excellence in Teaching and Learning**

##### **Building Practice Excellence**

Working together to share ideas while developing and strengthening teaching and assessment has become an integral practice at Newcomb Park Primary School. We exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, while building a culture of collaboration. We are continually mastering the use of learning interventions and student data, and continue to enhance feedback to students and staff.

##### **Curriculum Planning and Assessment**

Our school continues to embed a culture of curriculum planning and assessment. Staff reflect on the impact of learning programs, and adjust them to suit individual student needs so that our students can reach their full potential. Through the use of student assessment data and feedback to evaluate students' progress, we monitor the impact of teaching and adjust learning programs and interventions.

##### **Professional Leadership**

##### **Building Leadership Teams**

We are a small school where we are able to share our skills and develop the leadership capabilities of our staff. We establish mutually respectful personal and professional relationships, that support collaborative decision making and problem solving. This has been achieved by using evidence and proven coaching and feedback methods. We have built a culture of trust that is focused on improvement, and strengthened the induction of new teachers into the professional learning culture of our school. Staff continue to make a significant difference to the learning and development of all students.

##### **Positive Climate for Learning**

##### **Empowering Students and Building School Pride**

Newcomb Park Primary School is developing approaches that give students a greater say in the decisions that affect their learning and their lives at school. The whole school community needs to engage with students so they have a voice in the learning process, and fully and proudly participate in school life. As a school community we create an environment where everyone is encouraged to strive for excellence in an atmosphere of confidence, enjoyment and active participation

##### **Setting Expectations and Promoting Inclusion**

We are continually working across our community to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations, building teachers' understandings of positive classroom behaviour and engagement practices and ensuring students have the tools and skills to develop positive and self-regulating behaviours. The school promotes a positive education philosophy with a focus on the overall well-being of children; academically, socially and physically, developing personal strengths to enhance learning, resilience and self-confidence.

##### **Community Engagement in Learning**

##### **Building Communities**

We continue to build and strengthen our relationships with the broader community by partnering with the community sector and providers, for example, BOLT Program, BEST Program, COGG, Rotary, The Newcomb Netball and Football Club and we continue to make strategic use of existing community resources and capabilities which increases the services delivered within the school. We are continuing to make strong links with the wider community and the community interact on a regular basis through educational programs as well as in the areas of the arts, sport and physical education. We endeavor to harness the full capacity of the community and parents to collectively encourage students' learning and enhance student outcomes.



## Achievement

With a focus on individual excellence, students are supported to identify their personal goals, to set targets and to use a broad range of strategies to support them in their learning. The Levelled Literacy reading program assists children from Prep to year 6 to consolidate their reading capabilities and to move through the levels in a timely manner. Numeracy is also a priority with the school investigating and investing in programs to support the children to gain greater Mathematical knowledge. Literacy and Numeracy support teachers provide both extension and intervention across the classes. Our NAPLAN results indicate that our students are making high gains in Numeracy and Reading when compared to similar schools. Our Attitudes to Schools' Student Opinion Survey indicates that our year 5/ 6 students have made significant gains in eight of the eleven areas with a wonderful improvement in the areas of their Learning Confidence, School Connectedness and Student Morale. This has had a positive impact on the improved learning outcomes in both NAPLAN and AusVELS results. The surveyed area of classroom behavior indicates that we have a better rating than the State average which positively impacts on student engagement and their learning achievements. Our Parent Opinion Survey has been outstanding at Newcomb Park Primary School as 100 per cent of parents are generally satisfied with the overall performance of the school.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

## Engagement

Newcomb Park Primary School students love coming to school – student attendance is high, improving by more than 4 days per year better than the State average. Breakfast is available to all students with approximately twenty five per cent accessing it daily. Students are welcomed into their classrooms by teachers at 8.50 where they engage in reading for ten minutes before the formal teaching and learning commencing at 9 o'clock. We have a strong emphasis on Learning Technology to enhance and engage the learning outcomes for all students. Teachers are able to connect with and engage students through using both interactive whiteboards and large screen televisions to support the learning across all areas of the curriculum. The excellent 1:1 ratio of devices to student includes laptops and iPads which are provided by the school and are used extensively by our students. Our outstanding specialist classes are Visual Arts, Physical Education and Music with Science introduced in 2017. We have a fabulous school concert and an annual Art Show together with whole school activities such as the book publishing party, sharing of learning journals with buddies, excursions and celebrating special days as well as camps and excursions throughout the year further enhancing the engagement of our students. Lunchtime activities including the use of an indoor playroom has supported our students to interact well with each other while a plan for play is encouraged for all students for recess and lunchtime breaks. Weekly assemblies with student awards and student presentations, together with student leadership roles including School Captains, House Captains and Junior School Council representation from all classes provides the platform for student voice and input from the students into initiatives across the school. We offer a diverse range of programs and activities, including plans for a new playground and fencing in 2017 to engage and support students of our school.

## Wellbeing

We pride ourselves on supporting our students to be as well connected to school as possible through a diverse range of programs and activities so that they have a positive experience at school. School Wide Positive Behaviours form the basis for our school values of Respect, Responsibility and Resilience and all students strive to gain points and rewards within this process. We are an accredited eSmart school whereby our students are supported to continually be safe when online and as part of this program, we have the Better Buddies program and our senior students attain a digital license. We have an all encompassing transition program for our Prep students whereby they visit our school and are exposed to all areas of the curriculum before commencing at our school. Staff visit them in their local kindergarten to ensure a connectedness to familiar adults which supports a smooth transition into school. Our year 6 students visit the local secondary college to gain an insight into Secondary school. They are generally well prepared, confident students who display positive behaviours as well as leadership qualities. A most successful and positive impact on students has been the education support staff outside during recess and lunchtime to help children with their needs during this time. Students are calm when classes begin as they have been engaged in positive passive and active play during their recess and lunch breaks. Our wellbeing teacher organises a variety of sessions, including social skills, shopping and cooking, gardening, craft and minecraft clubs as well as regularly visiting the local kindergarten and retirement home. Our school based Speech Therapist provides language support for students and our school based psychologist assists with counselling students on an individual or group basis. Network based staff also support the social and emotional needs of students. The school nurse and school dental checks occur annually and in 2017 eye checks and glasses will be a service provided for prep and year one students. We nurture our students to become Respectful, Responsible and Resilient young people of the future.

For more detailed information regarding our school please visit our website at [www.newcombparkps.vic.edu.au](http://www.newcombparkps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 98 students were enrolled at this school in 2016, 44 female and 54 male. There were &lt; 10% of EAL (English as an Additional Language) students and 5% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><a href="#">Teacher judgment of student achievement</a></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 Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p style="text-align: center;"><span style="color: green; font-size: 2em;">●</span> Similar</p> <p style="text-align: center;"><span style="color: green; font-size: 2em;">●</span> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> 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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>43%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>43%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>71%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>57%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>-</td> <td>57%</td> <td>43%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	43%	29%	Numeracy	14%	43%	43%	Writing	14%	71%	14%	Spelling	14%	57%	29%	Grammar and Punctuation	-	57%	43%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29%	43%	29%																							
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Grammar and Punctuation	-	57%	43%																							



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>93 %</td> <td>95 %</td> <td>95 %</td> <td>97 %</td> <td>97 %</td> <td>96 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	95 %	95 %	97 %	97 %	96 %	93 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	95 %	95 %	97 %	97 %	96 %	93 %										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>

# How to read the Performance Summary

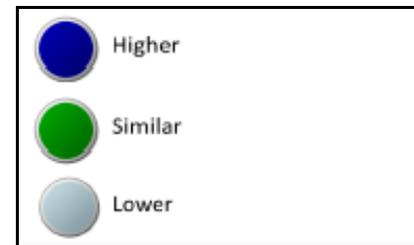
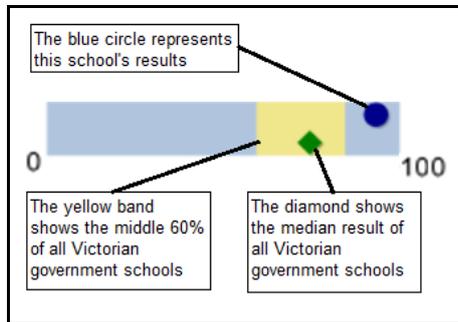
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

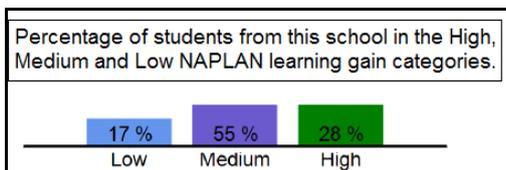
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



## Financial Performance and Position

### Financial performance and position commentary

The school's financial performance indicates a surplus. The finances will be used to support the students at Newcomb Park Primary School with an upgrade to the senior playground in 2017. Digital Learning is an area that will also be supported to purchase the required equipment for the success of the program. There will be professional learning for staff associated with Digital Learning as well as the employment and the accessing of experts to support the school and the students for digital inclusion. Providing fresh fruit for all students is an ongoing commitment that supports the health and well being of our students and while we have donations for this we also contribute financially. Signage to enhance the school grounds and profile of the school will be updated in 2017.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,014,181
Government Provided DET Grants	\$279,156
Revenue Other	\$18,699
Locally Raised Funds	\$28,820
<b>Total Operating Revenue</b>	<b>326,675</b>

Expenditure	
Student Resource Package	\$1,009,829
Books & Publications	\$275
Communication Costs	\$2,884
Consumables	\$35,934
Miscellaneous Expense	\$31,452
Professional Development	\$7,693
Property and Equipment Services	\$63,879
Salaries & Allowances	\$30,267
Trading & Fundraising	\$50,389
Travel & Subsistence	\$23
Utilities	\$16,727

**Total Operating Expenditure** 239,522

**Net Operating Surplus/-Deficit** 87,153

**Asset Acquisitions** \$0

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$191,150
Official Account	\$4,488
<b>Total Funds Available</b>	<b>\$195,638</b>

Financial Commitments	
Operating Reserve	\$37,937
Asset/Equipment Replacement < 12 months	\$12,000
Capital - Buildings/Grounds incl SMS<12 months	\$53,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$53,500
School Based Programs	\$29,201
Asset/Equipment Replacement > 12 months	\$10,000
<b>Total Financial Commitments</b>	<b>\$195,638</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

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.