

# 2018 Annual Report to The School Community



**School Name: Newcomb Park Primary School (5444)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 30 April 2019 at 11:57 AM by Blanche Denmead  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 April 2019 at 01:04 PM by Miranda HURLEY  
(School Council President)

## About Our School

### School context

Newcomb Park Primary School offers a safe and stimulating learning environment for all students. Our motto 'strive for knowledge' demonstrates our commitment to academic progress, while our reputation as a 'small school with a big heart' is representative of our emphasis on the wellbeing of our students. Students learn in an environment that is focused on developing the voice and agency of students, with a large emphasis on students taking ownership of their learning, whilst aspiring for growth in all that they do. With large grounds and extensive classroom spaces we offer a number of additional programs (ie. Song Room and Cooking program) to develop all aspects of learning. We are a School Wide Positive Behaviour school with a constant emphasis on our values of Respect, Resilience and Responsibility.

The school staffing profile consists of 6 classroom teachers, 8 Education Support Staff, 3 specialist teachers and a Principal. We also access additional support through the networks SSS Speech therapists, psychologists and social workers. 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 achievement and growth in English and Maths. Students participate in a differentiated program where everyone is 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. The school takes great pride in nurturing individual academic pathways.

The Newcomb Park Primary School community aims to develop critical thinkers and capable, resourceful, problem solvers who can embrace the future; in which creativity, connectedness to the world, cooperation, and adaptability are key. We aim to make the school a place where every child becomes strong and confident. A community intent on harnessing our collective wisdom; learning with and from each other. We share a common goal of maximising every student's learning through developing a growth mindset. Students develop strategies and are supported in taking a lead role in their own self improvement and self care. At Newcomb Park we foster self-worth, adopt academic rigour, build stamina, and nurture healthy, mindful, social behaviours.

Information and Communication Technology is an integral component of the curriculum and the school is richly resourced with laptops and iPads, large screen televisions in every classroom and elements of STEAM taught as part of our Inquiry program. The emotional and social wellbeing of the students is well cared for and supported by the wellbeing worker 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. The Kelly Club provide our after school care program with parents able to access care from 3.15-6.00pm each day.

Our students are involved with a range of leadership opportunities. School Captains, House Captains and Junior School Councillors work collectively to represent their peers and take on various leadership roles throughout the year. The support and partnership of our parents through our active School Council and Parents and Friends group is welcomed and we value ties with the local and wider community. We provide space for a BCYF playgroup once a week and also house a preschool Nature and Music program. We pride ourselves on our community partnership with our parents and carers.

### Framework for Improving Student Outcomes (FISO)

Newcomb Park PS developed excellence in Teaching and Learning through:

- Curriculum Planning and Assessment in alignment with the Victorian Curriculum
- Continuing to build knowledge of English and Maths, with an emphasis on the use of the High Impact Teaching Strategies (HITS)
- Continuing to explore best practice teaching methods for implementation across the school.

Newcomb Park PS reinforced our Positive Climate for Learning by:

- Utilising specialists and wellbeing worker to consider and support all health and wellbeing needs
- Establishing our community as one of inclusion and student empowerment
- Promoting a sense of school pride with both teachers and students
- Continuing to promote student engagement and motivation in all aspects of school life

KIS 1: Embed an agreed instructional model for curriculum planning, instruction and assessment, based on the High Impact Teaching Strategies that supports twelve months growth for twelve months teaching and learning for every child.

KIS 2: Build a rich, relevant, challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep learning and thinking.

## **Achievement**

There is clear emphasis on both English and Maths across the school, with a focus on individual learning goals for Reading, Writing, Maths and Personal goals being a priority for the year. A differentiated teaching program supports all students to access the curriculum from their point of need and for them to then demonstrate their learning growth. We continue to plan reading using Fountas and Pinnell as the leveled reading system, with LLI resources being used in each classroom. Our academic results demonstrate a need for focus on both achievement and growth. The High Impact Teaching Strategies [HITS] are used by teachers to support student learning and this, together with the collaboration of teachers, to plan across all areas of the curriculum so that all students learning outcomes are improved and continue to be a priority across the school. In 2019 our proposed actions include:

- development of whole school instructional models and scope and sequences for English, Maths and Inquiry
- professional development and emphasis on explicit teaching based on the HITS
- systems (ie. word investigation) to support sequential development of academic skills as students move through the school

## **Engagement**

Newcomb Park Primary School students are connected to their school and show a love of being at school. This is demonstrated by high attendance rates. Breakfast is available to all students with approximately twenty 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 explicit teaching begins at 9.00am. 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. We have a fabulous school concert and an annual Art Show together with whole school activities such as excursions, celebration days and camps throughout the year further enhancing the engagement of our students. Lunchtime activities include basketball training, student run clubs and STEM or cooking activities led by staff and are used to engage those who may need additional support in the yard.

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, ie. a student led Talent Show each year. We offer a diverse range of programs and activities, including Song Room, Singing Links, Just Brass, Theraplay and various specialised sporting opportunities. The Education Support Staff in our school work alongside our wellbeing worker to provide tailored support for both individual and small groups of students.

In 2019 our proposed actions include:

- Continuing to build leadership opportunities, as well as the whole school focus on student voice and agency
- Building an inquiry program that encapsulates STEAM, ICT, the capabilities and History/Geography content
- Continuing to utilise community members who can share expertise and motivation for our students about their learning and their future aspirations

## Wellbeing

A positive experience at school is what we aim for at Newcomb Park Primary School. We pride ourselves on supporting our students to be as well connected to school and with each other through a diverse range of programs and activities. 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. Fresh fruit platters are provided in every class every day. We are an accredited eSmart school 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 and 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 ready for learning when classes begin as they have been engaged in positive passive and active play during their recess and lunch breaks. Education Support Staff also play an integral in each classroom, as they support individual students to maintain engagement and achieve success. Network based staff also support the social and emotional needs of students. The school nurse and school dental checks occur annually.

In 2019 our proposed actions include:

- Refining and Printing our School Wide Positive Behaviour Matrix and establishing a consistent reward system
- Continuing to improve the support and opportunities for students during recess and lunch
- Continuing to develop systems across the school for management of behaviours

## Financial performance and position

The annual result for the 2018 year was a surplus of \$42,000, which was a result of specific monitoring after a deficit (\$93,000) in 2017 which needed to be repaid. The school's finances covered the classroom teachers for 5 classrooms and provision of an Education Support staff member in each classroom up until lunchtime each day. The school received the Inclusion boost (\$4,800) and the Equipment Boost (\$5,000). The school continues to be well resourced in regards to both staffing and physical resources. Equity funding for 2018 came to the value of \$125,000 and was utilised to provide additional support across the school as well as supporting the inclusion of a wellbeing worker 3 days per week.

**For more detailed information regarding our school please visit our website at**  
<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 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

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 92 students were enrolled at this school in 2018, 43 female and 49 male.

np percent of students had English as an additional language and 8 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

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

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	94.4	85.1	78.3	91.6

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	59.8	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	84.8	90.1	82.6	95.3	Higher
Mathematics	95.8	91.1	84.0	96.4	Higher

### NAPLAN Year 3 and Year 5

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	53.8	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	64.3	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	33.3	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	46.7	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	59.1	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	51.1	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	36.7	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	40.8	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

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

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	40.0	50.0	10.0
Numeracy	36.4	45.5	18.2
Writing	72.7	27.3	0.0
Spelling	27.3	72.7	0.0
Grammar and Punctuation	45.5	54.5	0.0

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	10.0	15.1	12.9	18.1	Higher
Average number of absence days (4 year average)	10.1	15.2	13.2	17.8	Higher

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	95	92	97	96	96	96	93

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	72.8	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	75.9	81.7	73.8	88.7	Similar

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	70.1	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	75.1	81.8	73.7	89.7	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,044,348
Government Provided DET Grants	\$183,652
Government Grants Commonwealth	\$4,000
Government Grants State	\$30,500
Revenue Other	\$21,698
Locally Raised Funds	\$41,107
<b>Total Operating Revenue</b>	<b>\$1,325,305</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$231,350
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$231,350</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,001,986
Adjustments	\$0
Books & Publications	\$59
Communication Costs	\$2,293
Consumables	\$30,845
Miscellaneous Expense <sup>3</sup>	\$68,936
Professional Development	\$5,591
Property and Equipment Services	\$130,885
Salaries & Allowances <sup>4</sup>	\$62,293
Trading & Fundraising	\$16,753
Travel & Subsistence	\$0
Utilities	\$21,037
<b>Total Operating Expenditure</b>	<b>\$1,340,676</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$15,371)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$96,859
Official Account	\$10,665
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$107,524</b>

Financial Commitments	Actual
Operating Reserve	\$51,955
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$50,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$109,955</b>

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

### **Achievement**

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

### **Engagement**

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

### **Wellbeing**

- Attitudes to School Survey (ATOSS) factors:
  - Sense of Connectedness
  - Management of Bullying

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

## WHAT DOES SCHOOL COMPARISON REFER TO?

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

The comparison measure takes into account the school's 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').