

# 2020 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 2020 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 23 March 2021 at 02:40 PM by Jackie Haines (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 24 March 2021 at 10:27 AM by Miranda Hurley (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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## 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).  
*Note: NAPLAN tests were not conducted in 2020*

### 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).

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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

#### School Vision

Our vision for all students is to experience success. We want students to assume increasing levels of self-responsibility in the achievement of learning within a supportive learning environment that is strengthened by home/school partnerships.

#### School Values

- Respect
- Responsibility
- Resilience

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, Singing Links, Nature Links) 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. Newcomb Park has an SFOE of 0.6178 indicating a high level of disadvantage in our community. This level of disadvantage is supported by equity funding received by the school each year.

In 2020 the school staffing profile consists of 6 classroom teachers (across 5 classrooms), 6 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. 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 by a specialist teacher in 2020. The emotional and social wellbeing of the students is well cared for and supported by the wellbeing worker supporting students and families. In 2020, we only had a wellbeing worker employed in term 1 and 4. The daily breakfast program 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. During 2020 both Breakfast Club and Kelly Club were available in term 1 and 4.

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.

Due to the coronavirus pandemic, the 2020 school year was unique with two blocks of remote and flexible learning. During this time we offered both online and hard copy student work and provided regular contact and feedback to families and individual students during this time. The school loaned out a number of iPads and provided internet data cards and food packages to families in need. We had varying success with student engagement during remote and flexible learning and as such had a strong focus on reconnecting with students upon their return in term 4.

**Framework for Improving Student Outcomes (FISO)**

In 2020, Annual Implementation Plans were somewhat disrupted due to remote and flexible learning and ongoing disruptions to onsite schooling. Most targets were not met due to the cancellation of NAPLAN, incomplete student, and parents surveys and limited data in student reports.

We were able to continue to deliver on some of our AIP actions relating to literacy, however we had to modify our approach to delivering SWPBS and student voice. We noticed a strong increase in student confidence when talking about their learning with staff and posting videos onto clasdojo.

Our three goals were:

**Building practice excellence:** Embed an agreed Instructional Model for curriculum planning, instruction and assessment that supports twelve months growth for twelve months teaching and learning for every child with a focus on Reading Curriculum assessment and planning: Develop teacher capacity to connect student assessment with learning behaviour of writing and to evaluate and modify their teaching practice using a reflective cycle of planning, teaching and assessment using evidence-based strategies.

**Empowering students and building school pride:** Build a rich, relevant, challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep learning and thinking

**Achievement**

Our Achievement goals were:

**Building practice excellence:** Embed an agreed Instructional Model for curriculum planning, instruction and assessment that supports twelve months growth for twelve months teaching and learning for every child with a focus on Reading Curriculum assessment and planning: Develop teacher capacity to connect student assessment with learning behaviour of writing and to evaluate and modify their teaching practice using a reflective cycle of planning, teaching and assessment using evidence-based strategies.

We continued to focus on both of these goals throughout 2020. We have continued to embed our whole of school instructional model in reading using Fountas and Pinnell for assessment and instruction. We also had a major focus on writing using the first part of the year for professional development in the 6+1 writing approach and the second part of the year for running PLCs (professional learning communities) to examine student writing data, set goal, take action and celebrate success. In essence- putting our learning into practice.

Despite the interruptions to the year, we were able to focus on these areas in our AiP.

Students are familiar with the whole school elements of both our reading and writing approach including the use of the instructional model, conferencing and goal setting.

**Engagement**

Our Engagement goal was:

**Empowering students and building school pride:** Build a rich, relevant, challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep learning and thinking.

This goal involved two main initiatives: student voice and SWPBS (School Wide Positive Behaviour System).

Two staff have been involved in a Network wide series of professional learning around improving student voice and agency. Due to remote and flexible learning, these sessions were impacted. This will continue to be a focus in 2021.

We had a SWBPS coach running professional development at the start of 2020. The school continues to focus on tier 1 interventions and consistency across the school. This engagement with the SWBPS coach will continue into 2021 as we further embed our token system to reinforce our school values of Respect, Responsibility and Resilience.

**Wellbeing**

See above for our SWPBS focus.

In 2020, we had a wellbeing coordinator employed in terms 1 and 4 only. This meant that the wellbeing supports for funding applications, Department referrals and support was coordinated by the principal. During remote and flexible learning the school had a strong focus on wellbeing with all staff assigned to make phone calls home to offer support and guidance to students and occasionally families. The school was able to offer loans of technology, offer excess food

from our Breakfast Club and guidance on where to find welfare supports.  
Upon return to onsite learning the school had a strong focus on wellbeing by offering a paired back curriculum, numerous brain breaks and supports in place.

### **Financial performance and position**

Equity money in 2020 totaled close on 260K The vast majority of this was used to continue to support student learning and engagement across the school through the employment of Education Support staff.  
In consultation with the VSBA and architects the school has had oversight of a 3.6M building project. Tender was awarded and the major building works commenced in term 4 of 2020 with completion due in September 2021. The school made a co-contribution of over 30K toward the instillation of air conditioners in the new buildings.  
The school ended the year in a more favourable financial position than expected due to a number of factors: OOHSC not operational in terms 2 and 3, reduced power bills and CRT costs very low due to remote and flexible teaching and learning. Surplus totaled close to 100K

**For more detailed information regarding our school please visit our website at**  
<https://www.newcombparkps.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 91 students were enrolled at this school in 2020, 43 female and 48 male.

6 percent of students had English as an additional language and 5 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.

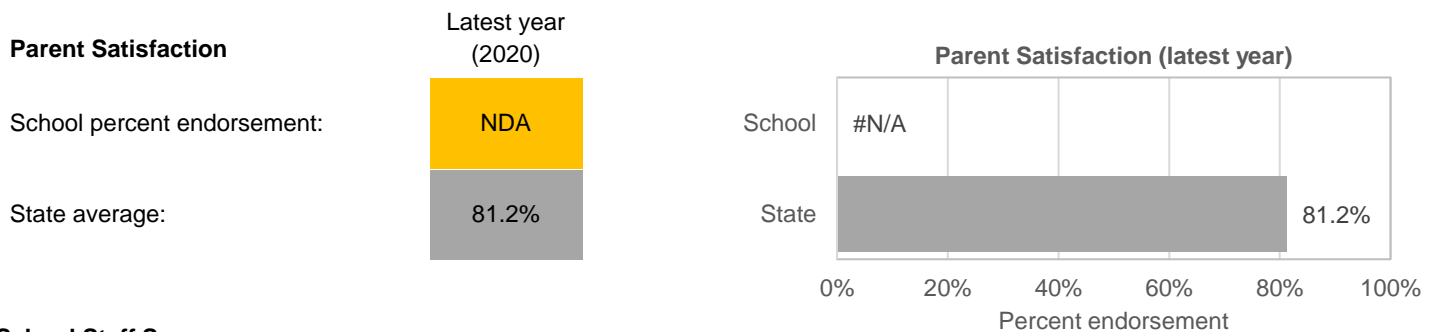
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

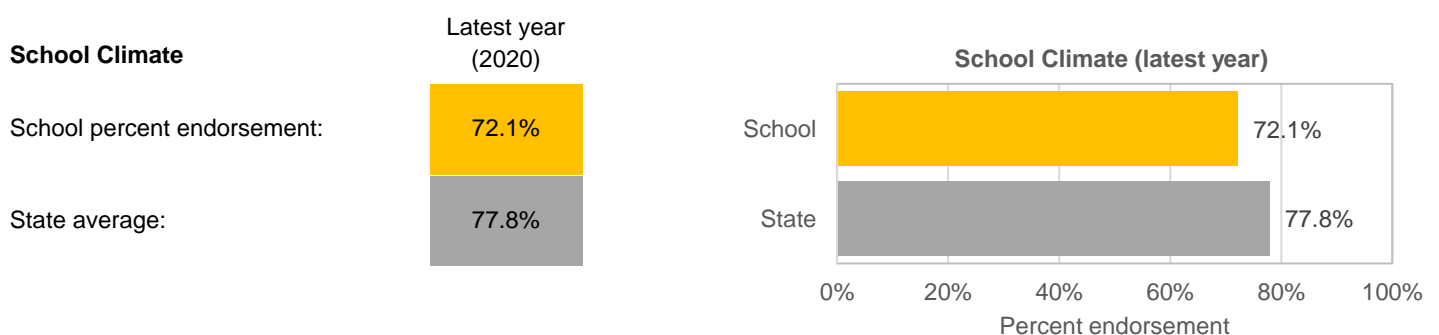


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

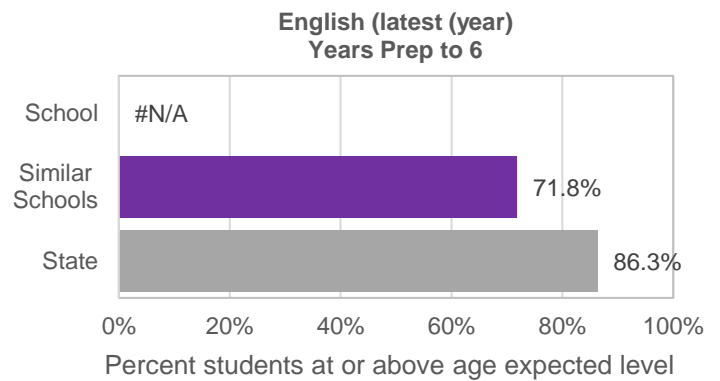
NDA

Similar Schools average:

71.8%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

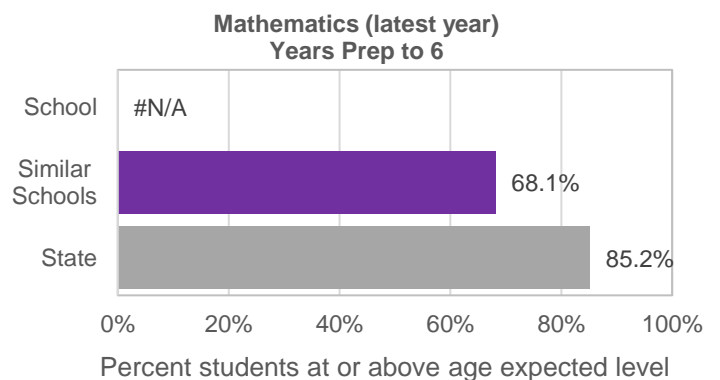
NDA

Similar Schools average:

68.1%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

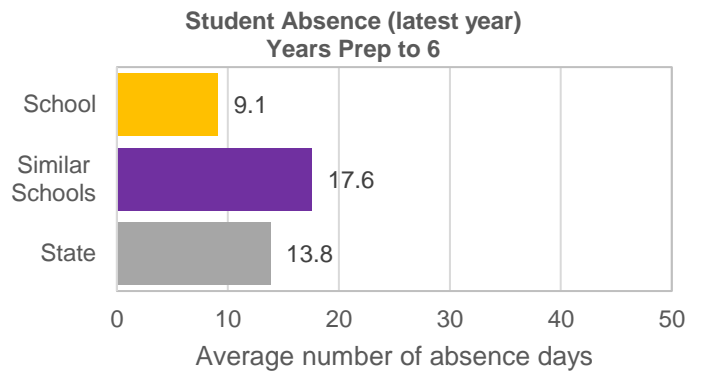
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

|  | Latest year (2020) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 9.1                | 9.7            |
| Similar Schools average:               | 17.6               | 17.7           |
| State average:                         | 13.8               | 15.3           |



### Attendance Rate (latest year)

|                                       | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2020): | 96%  | 95%    | 94%    | 95%    | 96%    | 95%    | 96%    |

## WELLBEING

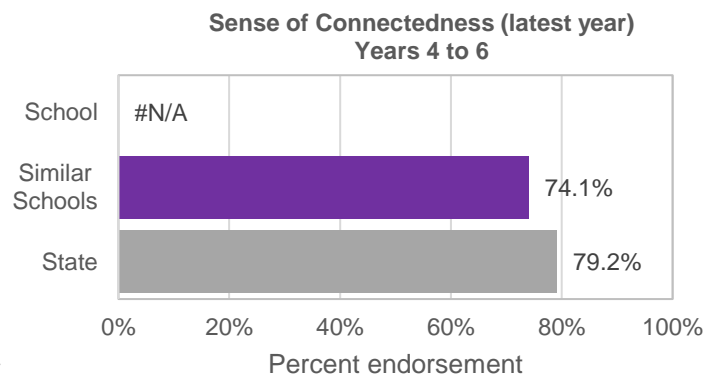
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness<br>Years 4 to 6 | Latest year<br>(2020) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent endorsement:            | NDA                   | 78.3%             |
| Similar Schools average:               | 74.1%                 | 78.7%             |
| State average:                         | 79.2%                 | 81.0%             |



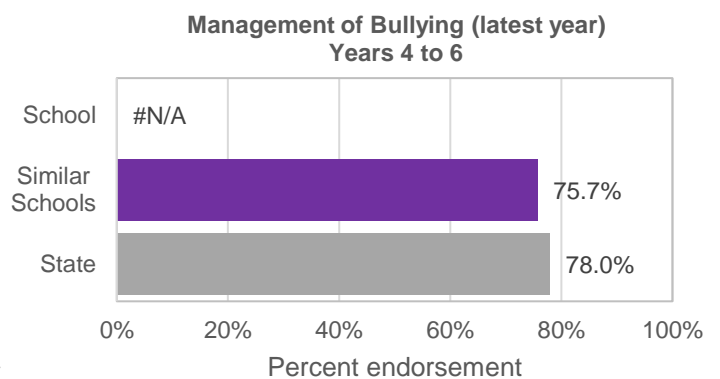
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Management of Bullying<br>Years 4 to 6 | Latest year<br>(2020) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent endorsement:            | NDA                   | 79.6%             |
| Similar Schools average:               | 75.7%                 | 78.6%             |
| State average:                         | 78.0%                 | 80.4%             |



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$1,057,275        |
| Government Provided DET Grants | \$302,979          |
| Government Grants Commonwealth | \$6,336            |
| Government Grants State        | NDA                |
| Revenue Other                  | \$9,307            |
| Locally Raised Funds           | \$15,143           |
| Capital Grants                 | NDA                |
| <b>Total Operating Revenue</b> | <b>\$1,391,040</b> |

| Equity <sup>1</sup>                                 | Actual           |
|---|------------------|
| Equity (Social Disadvantage)                        | \$255,407        |
| Equity (Catch Up)                                   | NDA              |
| Transition Funding                                  | NDA              |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA              |
| <b>Equity Total</b>                                 | <b>\$255,407</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$1,109,365        |
| Adjustments                           | NDA                |
| Books & Publications                  | \$2,132            |
| Camps/Excursions/Activities           | \$4,843            |
| Communication Costs                   | \$3,015            |
| Consumables                           | \$26,225           |
| Miscellaneous Expense <sup>3</sup>    | \$4,476            |
| Professional Development              | \$3,627            |
| Equipment/Maintenance/Hire            | \$2,562            |
| Property Services                     | \$100,426          |
| Salaries & Allowances <sup>4</sup>    | \$43,711           |
| Support Services                      | \$17,832           |
| Trading & Fundraising                 | \$6,269            |
| Motor Vehicle Expenses                | \$40               |
| Travel & Subsistence                  | NDA                |
| Utilities                             | \$26,034           |
| <b>Total Operating Expenditure</b>    | <b>\$1,350,557</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$40,483</b>    |
| <b>Asset Acquisitions</b>             | <b>NDA</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 01 Mar 2021 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 2020

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$149,222        |
| Official Account              | \$19,961         |
| Other Accounts                | NDA              |
| <b>Total Funds Available</b>  | <b>\$169,184</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$29,188         |
| Other Recurrent Expenditure                 | NDA              |
| Provision Accounts                          | NDA              |
| Funds Received in Advance                   | NDA              |
| School Based Programs                       | \$82,600         |
| Beneficiary/Memorial Accounts               | NDA              |
| Cooperative Bank Account                    | NDA              |
| Funds for Committees/Shared Arrangements    | \$5,000          |
| Repayable to the Department                 | \$52,091         |
| Asset/Equipment Replacement < 12 months     | NDA              |
| Capital - Buildings/Grounds < 12 months     | NDA              |
| Maintenance - Buildings/Grounds < 12 months | NDA              |
| Asset/Equipment Replacement > 12 months     | NDA              |
| Capital - Buildings/Grounds > 12 months     | NDA              |
| Maintenance - Buildings/Grounds > 12 months | NDA              |
| <b>Total Financial Commitments</b>          | <b>\$168,879</b> |

*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.*