

2019 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).
- 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 2019 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 24 March 2020 at 03:07 PM by Jackie Haines (Principal)

The 2019 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 28 October 2020 at 09:39 AM by Miranda Hurley (School Council President)

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 - Respect is a way of treating or thinking about something or someone. Having respect for someone means that you respond appropriately and act positively towards them. It is also important to have respect for yourself. Showing respect to someone means you act in a way that shows you care about their feelings and wellbeing.
- Responsibility - Responsibility is about being accountable for our own actions. It includes doing your best to pursue excellence, resolving problems and being honest. Responsibility relates to looking after your belongings and taking ownership of your own learning.
- Resilience - Resilience is the ability to cope when things go wrong and the ability to 'bounce back.' It includes dealing with challenges and persisting with more difficult tasks/situations.

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 0.66 denoting a high level of disadvantage in our community. This level of disadvantage is supported by equity funding received by the school each year.

In 2019 the school staffing profile consists of 6 classroom teachers (across 5 classrooms), 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. In 2019 this was supported by the regional Differentiated Support for School Improvement (DSSI) initiative which afforded the school additional resourcing two days per week from a Regional Teaching Partner focusing on literacy. 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.

Framework for Improving Student Outcomes (FISO)

Goal 1

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

Goal 2

Curriculum planning and assessment.

To improve the growth and achievement of every student using explicit instruction and processes for Writing. 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.

Goal 3

Empowering students and building school pride

To empower students in their learning through A School Wide Positive Behaviour System with a strong correlation in using and embedding student voice and agency.

Achievement

Achievements included:

All teachers worked closely with DSSI Teaching Partner, two staff attended Leading Literacy for Networks 5 day PD, 2 staff attended reading growth project with Barwon Area team, Staff developed an evidence based Instructional Model- visuals, anchor charts in all rooms. Staff complete one PLC cycle in reading. the use of DSSI teaching partner positive for writers workshop model, use of writers note book, 6+1 traits, staff engagement with writing especially in the senior block, still some inconsistencies with using VCOP, 6+1 etc.

On the whole there was a solid focus on reading, minor focus on writing.

Future Directions:

Learning Specialist (acting in 2020) appointed to continue work of DSSi Teaching Partner, continue with PLC cycles and use of consistent assessment practices

Writing a major goal in AiP 2020 to get consistency, reading focus to further embed. Supported by Learning Specialist and a range of PD

Engagement

Achievement include:

SWPBS initial steps completed towards tier 1, use of tokens and consistent messaging and visuals really strong across the school ,attitudes to school survey data- major gains, far exceeding the set targets, staff opinion survey did not deliver on set targets

Future

Working with SWPBS in 2020- using regional coach to support work termly. A staff based committee established to work towards achieving Tier on in SWPBS with reflection of current practice and suggestions for future priorities.

Student voice and agency workshops in 2020- two staff attending. Whole of Network PD with Russell Quaglia and the Australian Voice Institute. Staff to trial recommendations and activities from the workshops.

Wellbeing

Please see comments noted above for the major AiP focus around engagement. The Wellbeing Coordinator worked closely with the Principal to seek PSD funding for a number of students. Wellbeing is supported through regular check

ins, whole school use of Zones of regulation and supported by other stakeholders: Student Support Services, Song Room, Singing Links, Smith Family: Passports to Success, Youth Ambassador program, Ardoch and through the support of a number of volunteers.

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Financial performance and position

Equity funding tied to a number of initiatives including employment of a speech Therapist for one day a week, Literacy and Numeracy support with Education Support staff in classrooms, Breakfast Club. The school always has a tight budget due to fluctuating student numbers. The school ended the year with a small surplus. In 2020, the situation will be similar with a fair portion of school raise funds being set aside to support any additional costs with the building works eg: sheds, air conditioners etc.

To support savings in 2020 the principal will take up a small teaching load for the first (and potentially second) term.




For more detailed information regarding our school please visit our website at
<https://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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 99 students were enrolled at this school in 2019, 44 female and 55 male.

4 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.













School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).














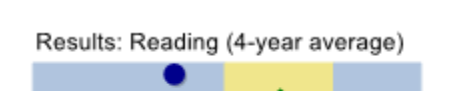




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Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>		
<p>NAPLAN Year 5</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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Similar </p>		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison
● Above ● Similar ● Below





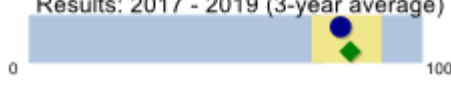

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>45%</td> <td>45%</td> <td>9%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>64%</td> <td></td> </tr> <tr> <td>Writing</td> <td></td> <td>92%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>75%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>67%</td> <td>8%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	45%	45%	9%	Numeracy	36%	64%		Writing		92%	8%	Spelling	17%	75%	8%	Grammar and Punctuation	25%	67%	8%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>96 %</td> <td>95 %</td> <td>94 %</td> <td>96 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	95 %	94 %	96 %	94 %	95 %	95 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	95 %	94 %	96 %	94 %	95 %	95 %										

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Similar </p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Above </p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,128,921	High Yield Investment Account	\$63,367
Government Provided DET Grants	\$207,122	Official Account	\$7,477
Government Grants Commonwealth	\$7,000	Total Funds Available	\$70,845
Government Grants State	\$0		
Revenue Other	\$23,047		
Locally Raised Funds	\$34,130		
Total Operating Revenue	\$1,400,220		
Equity¹			
Equity (Social Disadvantage)	\$234,239		
Equity Total	\$234,239		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,126,473	Operating Reserve	\$47,377
Books & Publications	\$216	Other Recurrent Expenditure	\$0
Communication Costs	\$2,635	School Based Programs	\$15,000
Consumables	\$32,109	Funds for Committees/Shared Arrangements	\$6,232
Miscellaneous Expense ³	\$95,330	Repayable to the Department	\$128,000
Professional Development	\$6,893	Total Financial Commitments	\$196,610
Property and Equipment Services	\$89,323		
Salaries & Allowances ⁴	\$36,727		
Trading & Fundraising	\$25,742		
Travel & Subsistence	\$56		
Utilities	\$19,780		
Adjustments	\$15		
Total Operating Expenditure	\$1,435,299		
Net Operating Surplus/-Deficit	(\$35,079)		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 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)

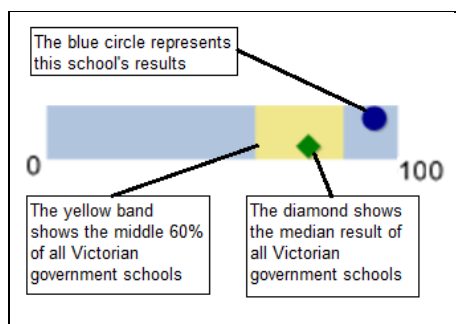
Engagement

- student attendance and engagement at school
- 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)
- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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 their first 11 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').