

# 2016 Annual Report to the School Community



School Name: Newport Gardens Primary School

School Number: 4665



Name of School Principal:	Simon McGlade
Name of School Council President:	Emma Driscoll
Date of Endorsement:	16 <sup>th</sup> May 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

Newport Gardens Primary School is located on the corner of Maddox Road and Woods Street in Newport Victoria. Newport as a suburb has been gentrified over the past decade, which is reflected in the school's Family Occupation Index, which in 2016 was 0.3011 down from 0.4600 in 2011. Our school population has been growing steadily for the past seven years by approximately 60 students per year. Our confirmed enrolment for 2016 was 439 students and we employed 35 staff comprising 27.90 EFT teaching staff, 4.90 EFT Education Support Staff and 2.25 EFT Principal Class Employees. Our school population is a diverse one with students coming from many different cultural backgrounds including 3 students who identified as being Aboriginal or Torres Strait Islander. Our school vision is 'Nurturing our Future' with our three core values being continual Growth, Inclusion and Improvement.

In 2016, our school comprised 20 classrooms from P-6 in straight year levels. This included four classes of foundation, grade 1 and grade 2, and two classes of grades 3, 4, 5 and 6 all of which operate in team teaching environments. Our school believes strongly in inquiry-based learning and we use the resources of the Global Digital Citizen Foundation to support this. We offer specialist subjects to all students in Physical Education, Visual-Art, Japanese and Science, as well as Sport Education for students from grades 3-6. Levelled Literacy Intervention (LLI) and phonological awareness support was available for selected students in grades 1 and 2 to assist with language acquisition.

Our school proudly implements a social skills program called 'The Learning Curve' where all students P-6 take part in multi-age learning opportunities on a fortnightly basis. We have a strong student voice program including Junior School Council, House Captains, School Captains and Vice-Captains and a Young Leader Program for students in grade 6. The school employs a Student Welfare Coordinator to support student engagement, and to coordinate the Program for Students with Disabilities. All students at the school have the opportunity to take part in instrumental music and the school offers both before and after school care through OSH-Club.

### Framework for Improving Student Outcomes (FISO)

The FISO initiatives selected to achieve the goals of our School Strategic Plan were 'Building Leadership Teams' and 'Curriculum Planning and Assessment.' To achieve our goal around Building Leadership Teams, staff new to leadership roles within the DET attended professional learning courses offered by the Bastow Institute centered on developing collaborative leadership skills. These staff participated in action research projects designed to enhance their leadership capacity whilst at the same time implement key improvement strategies across the school.

Our second initiative of Curriculum Planning and Assessment focused on developing curriculum documents to reflect the Victorian Curriculum. Our Assessment and Data Professional Learning Team developed a curriculum map for P-6 covering all areas of the Victorian Curriculum in a scaffolded and sequential fashion, which can be accessed across the school from 2017 onwards. This curriculum map is supported by an assessment schedule that is designed to track student progress and allow teachers to design teaching and learning activities suited to the needs of individual students.

### Achievement

In 2016, we introduced GROWTH coaching for all teaching staff. This model of coaching provided teachers with a structured approach to examine their teaching practice, and a series of resources including professional readings, observations of teaching practice, feedback on their practice and professional learning opportunities to improve their practice to meet the needs of all students. Over the course of the year, teaching staff completed four cycles of coaching facilitated by the Assistant Principal.

One of the key professional learnings for our whole staff in 2016 consisted of the continued development of explicitly teaching literacy using the resources of Nelson/Cengage including a consultant, Stephen Graham. Stephen worked with staff throughout the year providing whole staff professional development, resource and policy development and modelling of literacy lessons.

In 2016, our staff converted all curriculum documents from AusVELS to the Victorian Curriculum and developed school-wide curriculum maps, assessment schedules and annual planners for whole school implementation from 2017. This work was supported by the resources of the Victorian Curriculum and Assessment Authority (VCAA) and a self-assessment which now indicates that we are fully compliant the four layers of planning including whole school, curriculum area, year level and unit level.

#### 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

In 2016, we continued working closely with the Global Digital Citizen Foundation and its founder Lee Crockett to embed our Solution Fluency model of inquiry education. Lee worked directly with our staff during the year, and this was supported through the resources of the foundation's planning tool and support staff. In addition, the school has included Science as a specialist subject with all students from grades F-6 taking part in weekly Science classes, again using the solution fluencies process as the preferred inquiry model.

In 2016, the school consolidated its Learning to Learn program with students across the school taking part in this program for the first two to three weeks of the school year. This program gives the students a strong sense of ownership regarding their learning environment, and provides teachers with an understanding of student learning styles and preferences which are then used to support student engagement and outcomes throughout the year.

## Wellbeing

In 2016, the school introduced a school-wide positive values education program titled 'The Learning Curve.' The Learning Curve operates on a fortnightly basis across the school reinforcing school values as well as specific strategies or topics decided upon by the Student Wellbeing Team. This program is proving successful in providing students with an understanding of a variety of social situations, and with strategies to assist them should they encounter social situations of which they are unsure. In addition, this program includes parent support materials to be used at home to reinforce school-based messages, and to include parents in the home-school partnership.

2016 also saw the consolidation of our Young Leaders Program which encompasses student voice positions such as School Captains, Vice-Captains and House Captains, and importantly also provides each student in our grade 6 cohort with a position of responsibility throughout the school. These positions develop age appropriate leadership skills amongst our senior students including responsibility, empathy and respect. Our student leaders proudly represented our school at the National Young Leaders Conference, ANZAC Day commemorations and at the Hobsons Bay Junior Council Chamber Meetings.

Our Student Welfare Coordinator oversees many of these programs which from 2016 onwards is a substantive Leading Teacher role signifying the importance Newport Gardens Primary School places on student support. A Student Wellbeing Professional Learning Team and our Community sub-committee of school council support our Student Welfare Coordinator in ensuring the welfare and wellbeing needs of all students are catered to.

For more detailed information regarding our school please visit our website at  
[www.newportgardensps.vic.edu.au](http://www.newportgardensps.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><a href="#">Enrolment Profile</a></p> <p>A total of 439 students were enrolled at this school in 2016, 215 female and 224 male. There were 12% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></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><a href="#">School Staff Survey</a></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>Teacher judgment 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"> <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> Similar</p> <p> 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> Higher</p> <p> Similar</p> <p> Similar</p> <p> 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> 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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>47%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>67%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>42%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>50%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>69%</td> <td>3%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	47%	22%	Numeracy	14%	67%	19%	Writing	42%	42%	17%	Spelling	31%	50%	19%	Grammar and Punctuation	28%	69%	3%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## 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>93 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	94 %	92 %	91 %	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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	94 %	92 %	91 %	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> Higher</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> Similar</p> <p> Similar</p>

# How to read the Performance Summary

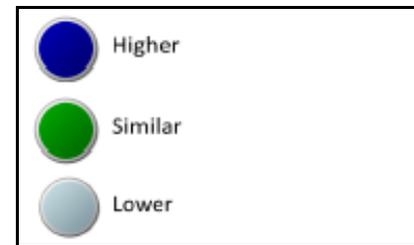
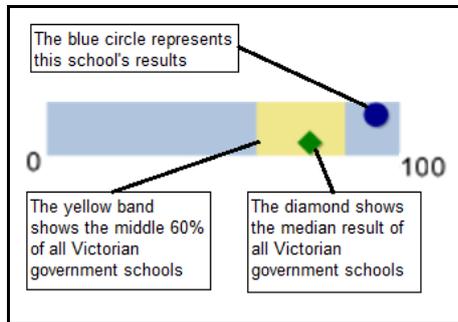
## What are student outcomes?

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.

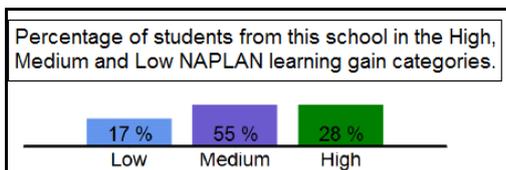
You can see these results for the latest year, as well as the average of the last four years (where available).

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

Our 2016 financial result indicates the school had an amount of surplus funds. This was predominantly the result of a principal class member's leave to fill a vacancy at another school. This staff member was not replaced during this period resulting in the surplus. During the 2016 school year, the school received a grant from EXXON/Mobil of \$4,000, which we used to fund our science curriculum, with Science as a specialist subject commencing that year. In addition, the school raised \$26,455.30 through its Parents' Club initiatives, the bulk of which was used to fund a section of synthetic turf, and for additional library shelving and library books. The hire of school facilities in 2016 raised a total of \$36,010.02 with the bulk of this money being used in our Buildings and Grounds program for the installation of a new sandpit, top-dressing of ovals and maintenance and upkeep of our school grounds.

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

Revenue	Actual
Student Resource Package	\$2,872,467
Government Provided DET Grants	\$472,516
Government Grants Commonwealth	\$8,853
Revenue Other	\$14,541
Locally Raised Funds	\$327,826
<b>Total Operating Revenue</b>	<b>\$3,696,203</b>

Expenditure	
Student Resource Package	\$2,871,576
Books & Publications	\$1,067
Communication Costs	\$18,812
Consumables	\$104,660
Miscellaneous Expense	\$165,031
Professional Development	\$41,267
Property and Equipment Services	\$214,890
Salaries & Allowances	\$124,069
Trading & Fundraising	\$36,551
Travel & Subsistence	\$64
Utilities	\$33,835

<b>Total Operating Expenditure</b>	<b>\$3,611,824</b>
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<b>Net Operating Surplus/-Deficit</b>	<b>\$84,379</b>
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<b>Asset Acquisitions</b>	<b>\$52,718</b>
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#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$517
Official Account	\$30,159
Other Accounts	\$369,633
<b>Total Funds Available</b>	<b>\$400,308</b>

Financial Commitments	
Operating Reserve	\$111,666
Asset/Equipment Replacement < 12 months	\$20,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
Revenue Received in Advance	\$79,793
School Based Programs	\$10,000
Asset/Equipment Replacement > 12 months	\$30,000
Capital - Buildings/Grounds incl SMS>12 months	\$100,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$38,849
<b>Total Financial Commitments</b>	<b>\$400,308</b>

Student Resource Package Expenditure figures are as of 21 March 2016 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.*