

2023 Annual Report to the School Community

School Name: Newport Gardens Primary School (4665)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 23 April 2024 at 04:26 PM by Blayne Wallis (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 25 April 2024 at 12:05 PM by Jordan Harris (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

'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.

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 disabilities 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Newport Gardens Primary School is located approximately 12km south-west of the Melbourne CBD, in the local government area of Hobson's Bay. We acknowledge the Traditional Owners of Country we are on, the Boonwurrung people of the Kulin Nation, and recognise their continuing connection to land, waters and culture. We pay our respects to their elders past, present and emerging. Newport Gardens Primary School's vision is 'Nurturing Our Future'. This vision is the underlying premise upon which all teaching and learning at our school are based. We do this by ensuring the needs of the students academically, socially, and emotionally, are the basis of our energies. We pride ourselves on our school-wide values in our daily experiences and goals: Respect, Responsibility, Excellence and Inclusion. We grow the voice, agency, and development of all children through intentional practices and support. In 2023, a total of 571 students were enrolled at Newport Gardens Primary School. Our student population comprised of 37 students who are assessed with eligibility for EAL funding. We have 5 students who are Aboriginal or Torres Strait Islander and 58 students who are Equity funded. Our Student Family Occupation and Education Index, a measure of socio-educational disadvantage is low at 0.2430. The students counted within the Nationally Consistent Collection of Data (NCCD) was 98, demonstrating the need for supplementary to extensive adjustments in learning.

We operated within the 2023 school year with straight and composite grades, abiding by the expected average within P-2. The reintroduction of a partial composite structure had not been in place since 2018. Our staffing profile consisted of 1 Principal, 1 Assistant Principal, 1 Leading Teacher, 3 Learning Specialists, 22 Classroom Teachers level 2, 10 Classroom Teachers level 1, 4 teaching support staff and 5 integration aides. Our Tutor Learning Initiative (TLI) FTE was 1.7.

Staffing challenges in 2023 saw impacts to our instructional coaching model as those within the School Improvement Team were undertaking classroom roles are given points in the year.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2023 our learning community continued to work towards strengthening our approaches to instruction and wellbeing through research based, intentional practices and improvement strategies.

A significant body of work was the introduction of Sounds Write as a consistent approach to phonics and spelling from Year Prep - 6. Staff engaged in peer observation and professional learning as part of Professional Learning Community (PLC) meetings to undertake inquiry cycles with colleagues. This implementation was well resourced and accompanying documentation was developed.

Our continuing focus on the NGPS Instructional Model centred around differentiation in English and Mathematics with writing moderation undertaken by all teams on a termly basis. Our Working Parties in partnership with staff across differing year levels centred their work around school events, resourcing and editing school based documentation in support of teachers. Our Mathematics Working Party continued their work in developing and moderating Rich Assessments tasks and drafted and modified assessment rubrics from Foundation to Level 6. A large commitment from staff was in developing Understanding by Design (UBDs) unit planning with the inclusion of a banded approach to curriculum as we transitioned to some composite grades.

We worked with an external literacy coach to extend our understanding and planning in creating readers, writers and thinkers through a clear approach to writing theory and deepening our understanding of how to teach vocabulary and sentence fluency. Our use of See Saw to capture and celebrate student learning continued as a means of connecting our parents/carers to their child's learning in 'real time'. Our termly Celebrations of Learning at the conclusion of learning units continued to be well attended by our community.

2023 achievement data saw a consistent reduction in children achieving below expected level in English, across each domain. Our strong Mathematics data remained relatively unchanged with close percentages to similar schools in the assessment of achievement from Prep to Year 6.

Changes to NAPLAN data display show a positive increase in Year 5 students demonstrating a strong or exceeding proficiency level in Reading, Writing and Mathematics. We remain in close proximity to similar schools within these areas. Our Year 3 data demonstrated a decrease in students within the strong and exceeding level in Reading, Spelling & Grammar/Punctuation when compared to similar schools. Our relative growth data in Numeracy and Reading remained positively connected to our network and similar schools. The footprints of our work in Writing through moderation, assessment rubrics and explicit teaching are evident in our NAPLAN data in both Year 3 & 5.

Wellbeing

With the introduction of Disability Inclusion (DI) we developed a 'Tiered Approach to Learning and Wellbeing' at NGPS. This involved professional learning for staff with internal experts and external allied health professionals. We developed a comprehensive visual outlining the Tier 1, 2 & 3 supports to enhance the engagement, wellbeing and learning potential of all students.

This in turn enabled the creation of a new Wellbeing Team with principal class and Learning Specialists connected to wellbeing and engagement. Weekly meetings were structured according to the tiers of support and were minuted to track student support, interventions and data. Some coaching partnerships were created as part of this renewed focus.

This school year also saw the introduction of our new SWPBS Matrix, aligned to our school values. This visual was consistently implemented across classrooms and the aligned acknowledgements were used by teachers to encourage and reinforce expected behaviours. Our SWPBS Working Party group met consistently across the year and was supported by our PBS coach which culminated in 100% positive endorsement from staff in the Tiered Fidelity Inventory (TFI). Before this assessment the Wellbeing Team introduced a twice-termly behaviour survey so that our chronicles and impact of our renewed PBS approach could be tracked through an anecdotal data source. This survey also formed part of our Working Party planning and celebrations.

The Attitudes to School Survey demonstrated 89% of Year 4 - 6 students positively respond to our school's sense of inclusion.

Student life satisfaction increased in all year levels, particularly in Year 5 with 78% positive endorsement. 75% of Year 4 - 6 students felt a sense of confidence in their learning and 88% felt they had an advocate at school.

Engagement

Our parent community communicated 80% positive endorsement in general satisfaction with our school. We acknowledge the increase in positive endorsement of our school climate percentages from staff, student and parent responses. Our staff survey communicated a 91% positive endorsement of our collective focus on student learning, and the 2023 survey saw an increase in engagement with 79% completing the survey.

Our Wellbeing Teams connection to classrooms through support, coaching and intentional practice has had a positive impact on the engagement of children with additional learning needs. Leadership participation in Student Support Group meetings increased substantially with more parent/staff conversations taking place regarding engagement and learning growth.

Our attendance data saw positive improvement with 12% of our student population with 30 or more days of non-attendance. This decreased by 7% in comparison to 2022 data and is less than the state. The number of students with 20 or more days of absence remains in close proximity to similar schools at 28% of our enrolment.

Weekly attendance data captures enabled our Wellbeing Team to closely monitor student absence and a clear process for response to increasing absence was developed and shared with teaching staff. An increase in SSG meetings has also had a positive impact on our attendance data.

Financial performance

In 2023 the total operating expenditure was 83%. Our equity funding was spent on our achievement focus with a total expenditure of \$37,620.19. We used fund to purchase appropriate library text, classroom library texts and resources related to Sounds Write. Our Deductible Gift Recipient funds were a generous representation from our parent community and these funds were used to purchase further library furniture and quality children's literature totalling \$24,427.65.

Our revenue in 2023 from our after care provider was approximately \$160,750.00. Our larger expenditures were related to the purchase of outdoor classroom furniture to complete our outdoor classroom which totalled \$29,961.82. This included seating tables benches and an outdoor whiteboard for grades to utilise. We also installed two Gaga Pits for our children to use after an investigation into improvements that our students wanted to see undertaken the yard. This totalled \$14,267.99. During the school year we also finalised the shade sail installation after a partial successful grant and this totalled \$22,117.50.

We established a new sub-program budget after the introduction of Science as a specialist area for our learners. This required a larger investment to establish the program. This totalled \$9,100.87.

Our total investment in professional learning for staff totalled \$14,867.00 which included an external literacy consultant, Japanese conference for our specialist teachers, and the interstate phonics/spelling sessions for leadership.

2023 saw a significant decrease in the number of parent payments received as a means of developing our sub-programs and planning for whole school school improvement. This has decreased from 90% in 2022 to 61% in 2023. This had a considerable impact on the cash funds available.

2023 saw the renewal of our stationary supplier contract which was renewed for a further 3 years.

For more detailed information regarding our school please visit our website at
<https://www.newportgardensps.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 2.0 (FISO 2.0).

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 563 students were enrolled at this school in 2023, 279 female and 284 male.

9 percent of students had English as an additional language and 1 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).

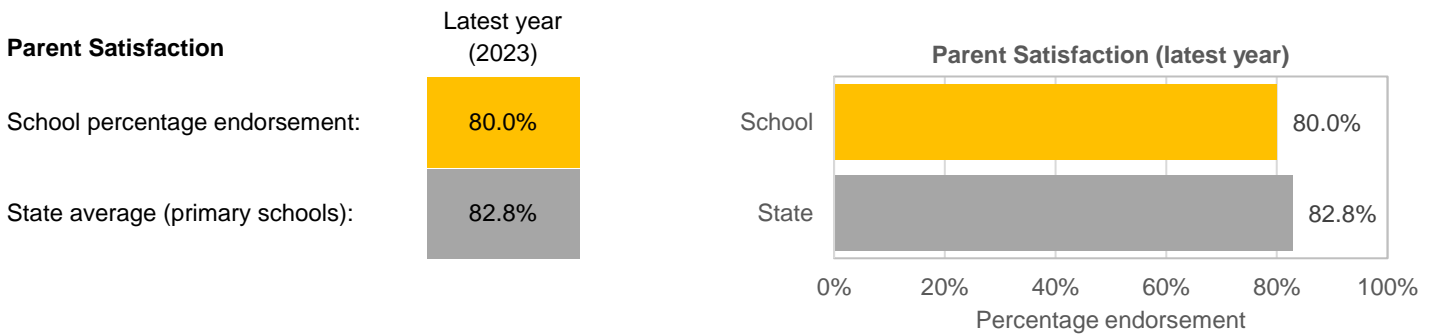
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

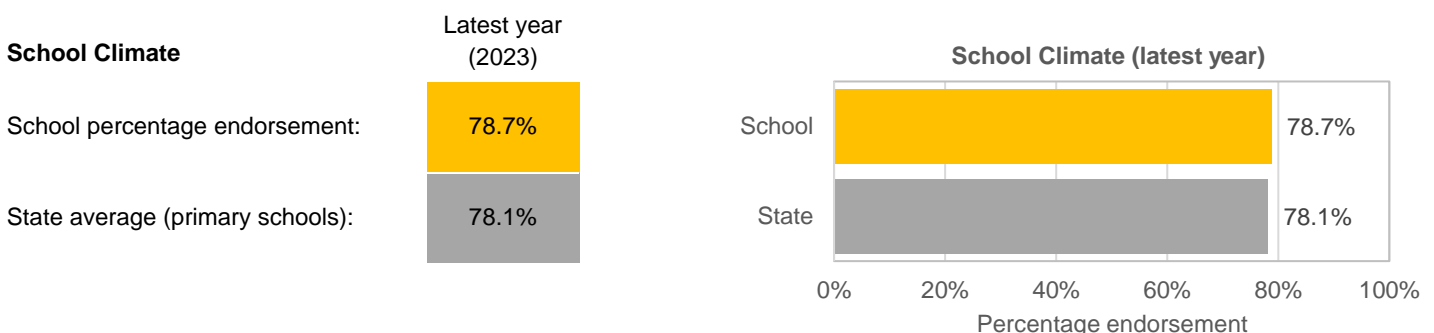


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

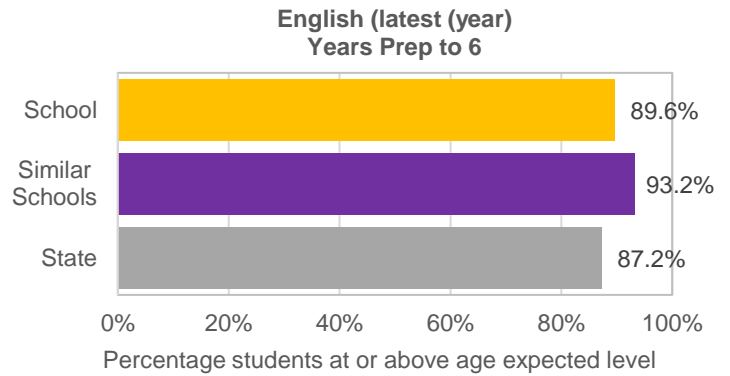
89.6%

Similar Schools average:

93.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

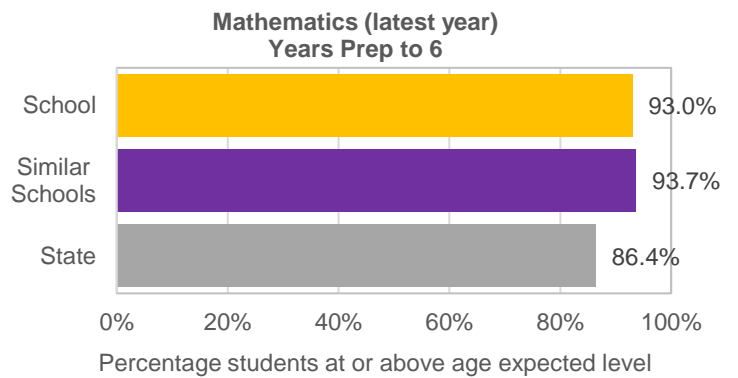
93.0%

Similar Schools average:

93.7%

State average:

86.4%



LEARNING (continued)

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.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.6%

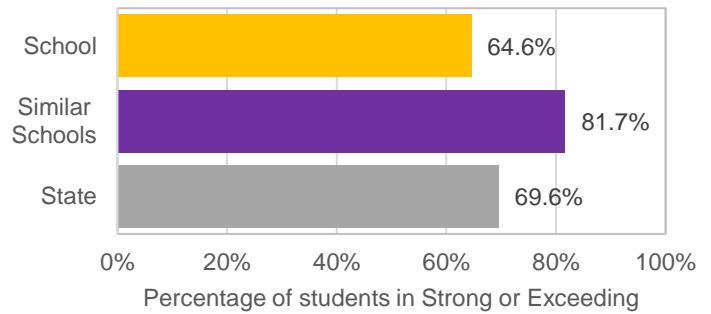
Similar Schools average:

81.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.0%

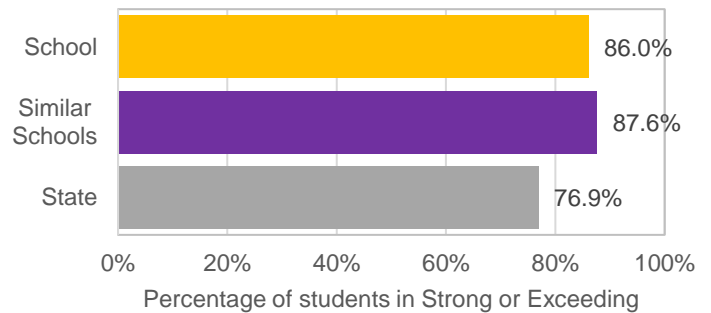
Similar Schools average:

87.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.2%

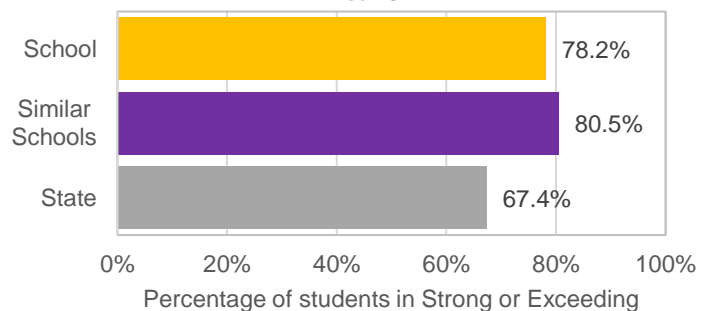
Similar Schools average:

80.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.3%

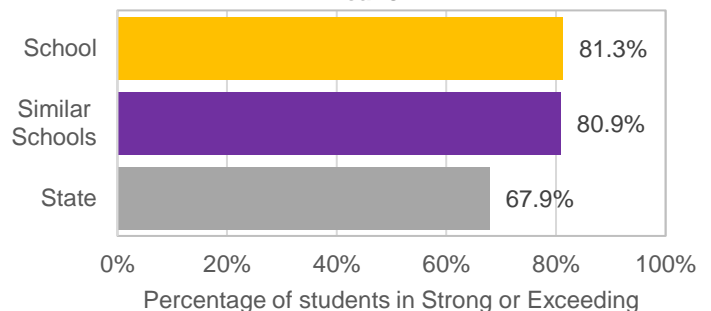
Similar Schools average:

80.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

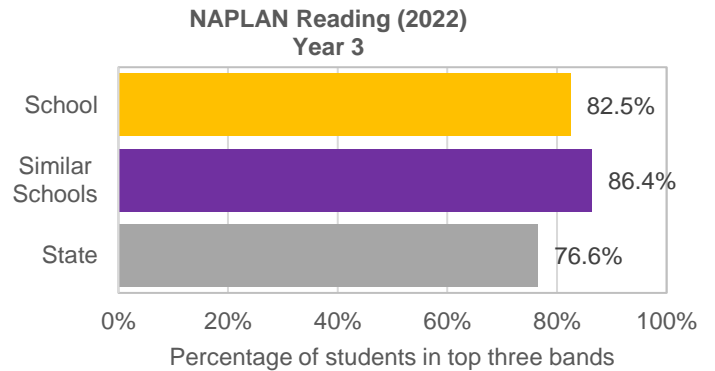
82.5%

Similar Schools average:

86.4%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

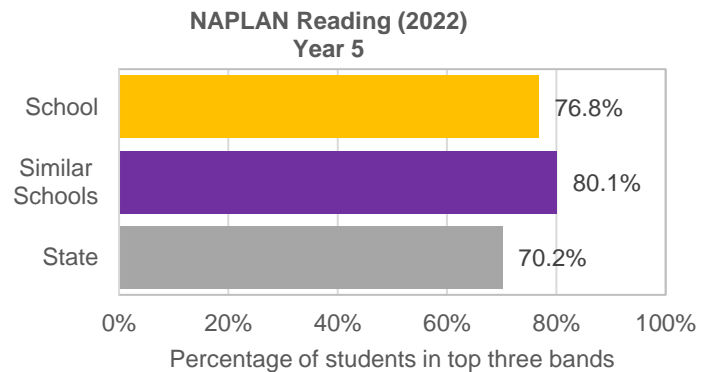
76.8%

Similar Schools average:

80.1%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

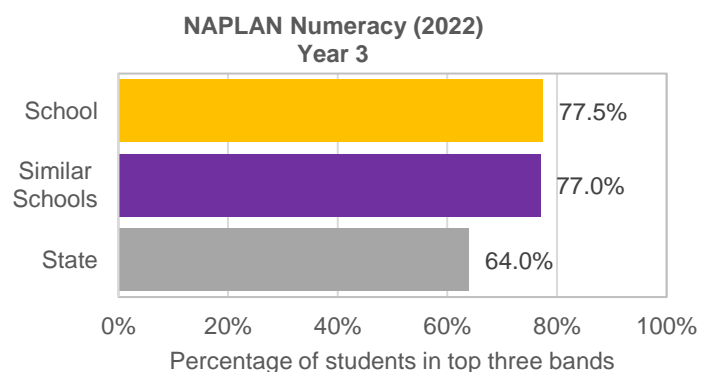
77.5%

Similar Schools average:

77.0%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

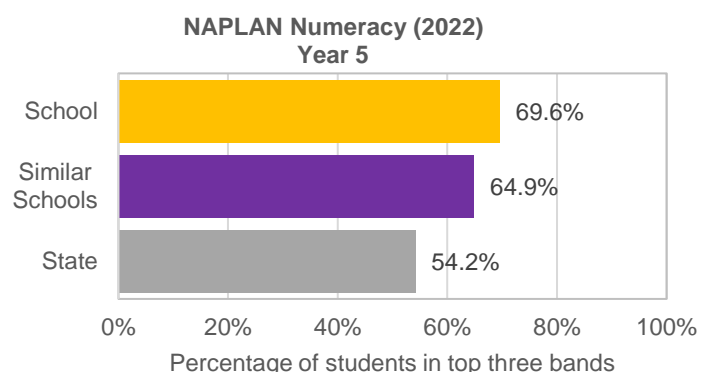
69.6%

Similar Schools average:

64.9%

State average:

54.2%



WELLBEING

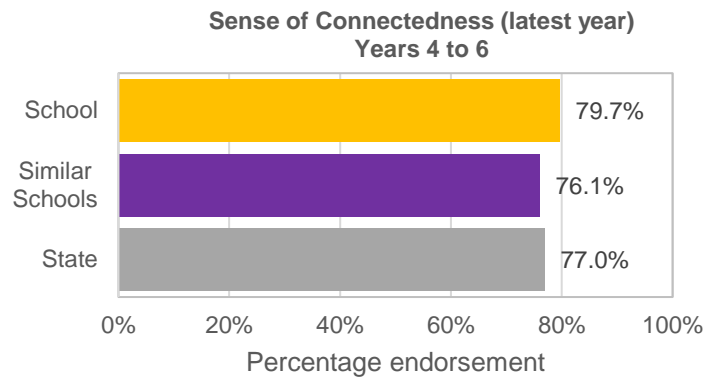
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	79.7%	79.2%
Similar Schools average:	76.1%	78.0%
State average:	77.0%	78.5%

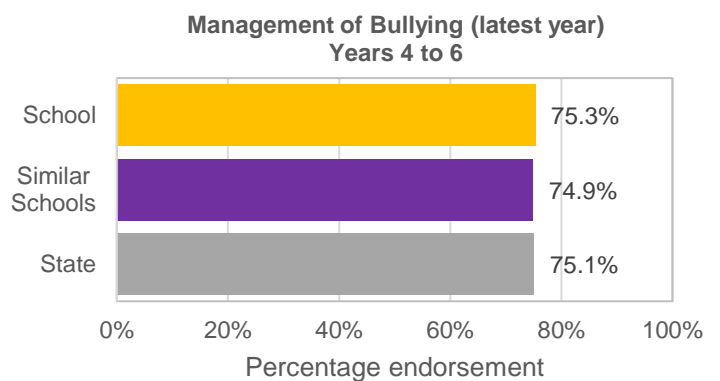


Student Attitudes to School – Management of Bullying

The percentage 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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	75.3%	77.6%
Similar Schools average:	74.9%	76.4%
State average:	75.1%	76.9%



ENGAGEMENT

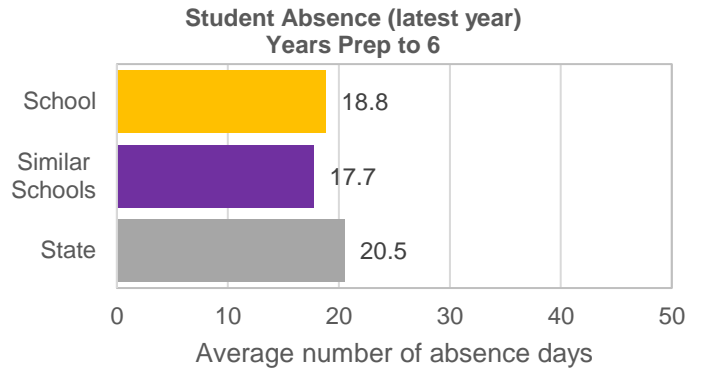
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	18.8	15.7
Similar Schools average:	17.7	14.8
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	91%	92%	90%	91%	90%	90%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,232,075
Government Provided DET Grants	\$504,986
Government Grants Commonwealth	\$14,581
Government Grants State	\$250
Revenue Other	\$29,349
Locally Raised Funds	\$517,093
Capital Grants	\$0
Total Operating Revenue	\$6,298,334

Equity ¹	Actual
Equity (Social Disadvantage)	\$49,781
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$49,781

Expenditure	Actual
Student Resource Package ²	\$4,806,388
Adjustments	\$0
Books & Publications	\$30,096
Camps/Excursions/Activities	\$204,086
Communication Costs	\$4,103
Consumables	\$155,072
Miscellaneous Expense ³	\$33,495
Professional Development	\$32,324
Equipment/Maintenance/Hire	\$99,216
Property Services	\$103,095
Salaries & Allowances ⁴	\$283,461
Support Services	\$38,663
Trading & Fundraising	\$31,724
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$81,940
Total Operating Expenditure	\$5,903,663
Net Operating Surplus/-Deficit	\$394,672
Asset Acquisitions	\$22,118

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$243,144
Official Account	\$24,409
Other Accounts	\$588
Total Funds Available	\$268,140

Financial Commitments	Actual
Operating Reserve	\$167,617
Other Recurrent Expenditure	\$30,210
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$162,081
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$409,908

All funds received from the Department of Education, 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.