

2021 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 (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 2021 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 15 March 2022 at 04:16 PM by Blayne Wallis (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 18 March 2022 at 03:14 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

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.

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.

'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.

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 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').

About Our School

School context

Newport Gardens Primary Schools 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 all our energies. We grow the voice, agency, and development of all children through intentional practices and support.

We support our community to GROW as people, IMPROVE as learners and INCLUDE others in all opportunities. A key body of work for our learning community in 2022 will be to review our school-wide values and ensure they are a visible basis for our school-based documents and priorities.

In 2021 our student population totalled 569 with 26 straight classes. This was a slight decrease in comparison to the previous year of 583 enrolments. Our staffing profile included 2 principal class employees (FTE 2.0), 2 Leading Teachers, 3 Learning Specialists (FTE 2.72), 19 Classroom Teacher level 2 (FTE 12.61), 17 Classroom Teacher level 1 (FTE 15.30) and 6 Education Support Staff (FTE 4.68). This equates to 61 staff at an FTE of 43.15.

In 2021 we supported 53 children with equity funding. We had 8 Aboriginal and Torres Strait Islander learners. We had 15% (87) students with a diagnosed disability and no children in Out of Home Care. Our overall Student Family Occupation and Education index is 0.1985 which is considered low. (low levels of disadvantage)

Framework for Improving Student Outcomes (FISO)

In the last year of our School Strategic Plan we saw 90% of our learners achieving expected levels in Reading when assessed against the Victorian Curriculum in 2021. 85% of learners achieved expected level in Writing and 86% within Number and Algebra. When assessing teacher judgement growth data we saw solid levels of expected growth across all year levels in English. Most cohorts demonstrated between 13% to 30% of low growth, which will be a future focus in our Tutor Learning Initiative and moderation experiences within teaching teams. There were larger levels of low in growth in writing when compared to reading. In Mathematics we saw lower percentages of cohorts with less than expected growth in all areas, there are also lower levels of above expected growth across year levels. In Year 3 and 5 NAPLAN Top Two Bands in Reading, we 50% - 65% of the cohort represented. While this is above the state and network percents, we are trailing similar schools in this area. In Writing we saw similar percentages however there were 11% of our Year 5 cohort who achieved the bottom two bands in Writing. In Numeracy we had 39% of Year 3 students achieving top two bands with 36% in Year 5. Both of these core areas within NAPLAN are below our network and similar schools. Our overall school performance in Reading and Numeracy since 2019 has moved to 'influence' which indicates we have maintained high or very high performance over a 3 year period.

In regard to our Annual Implementation Targets in 2021 we were able to make pleasing improvement within NAPLAN. We increased the percentage of students making high relative growth in reading (Year 5) from 26% to 36% (2019 - 2021). Our relative growth target in writing was not achieved with 17% of the cohort achieving high growth. We were able to increase the percentage of students achieving high relative growth in Numeracy from 25% in 2019 to 35% in 2021.

We successfully decreased the percentage of Year 5 students in achieving low growth in NAPLAN in reading and numeracy.

We achieved our targets in regard to Year 3 & 5 top two band targets in Reading. While we saw improvement in Teacher Judgement data in relation to Writing and Number, this was not evidence in our NAPLAN top two bands attainment.

Our Attitude to school survey data saw a steady achievement in 'Effective Teaching Practice to Increase Cognitive

Engagement' with 81% of our Year 4 - 6 learners sharing a positive endorsement. We also achieved a positive approval rating of 60% and above in all domains within the Parent Opinion Survey. The positive endorsement increase within all domains of the Parent Survey compared to 2020.

The staff opinion survey showed 75% positive endorsement in relation to School Climate and remained above the state percentage.

Our attendance data remained higher than state level.

Achievement

Our use of teacher judgement data to select students who made less than expected growth to engage in our tutoring program ensured successful continuation of this initiative. Running records were used to to guide instruction with the use of the F&P Levelled Literacy Intervention program. Tutoring groups were also directed by staff input. These groups are showed solid growth within the 20 week program.

Understanding by Design unit planning was implemented in Literacy and Unit of Inquiry units to engage in the use of Victorian Curriculum outcomes. Teams developed rubrics to monitor learning and assessment tasks (PBS - Performance Based Assessment) to assess student learning.

Our Professional Learning Communities were a protected weekly experience for all teaching teams, These inquiry cycles were centred upon writing and reading and were cemented in student evidence and incorporating teacher learning within English. Teams within their PLC Inquiry cycle completed a High Impact Teaching Strategies survey in which the need for feedback/goal setting and VoiceAgency to be a growing focus for us professionally. Coaching partnerships continued to be implemented despite the challenges of remote learning. This was influenced by school-wide initiatives, student learning evidence and priorities.

We made solid progress in continuing to establish our Instructional Model which was evidenced by our school review experience. Teachers growing implementation of this model is evident in their planning, assessment and the planned professional learning in 2021. We will continue to consolidate this in 2022 with a more specific focus on feedback, explicit teaching and goal setting.

The Community of Practice (CoP) in the Hobsons Bay Network was led by our Assistance Principal and refocused our need in elevating the work of SWPBS. Leadership participation in Voice & Agency' PL within our Network was a successful experience and reinforced this need in alignment with our available data in Attitudes to School survey and Staff Opinion survey. Teams within their

Student rubrics and goal setting will align with following PLC and team focus.

Using parent and student focus groups information to guide our review and forward planning (teacher communication, parent connection to student learning and transparency around instruction and how we assess)

Continuing to lift the profile of leaders, teachers and students in the eyes of the community.

We also saw the introduction of a school-wide data platform: SPA (Student Performance Analyser). This enabled us to input our historical and current school wide data as a focal point for PLCs, leadership discussions and the allocation of coaching relationships. While this platform is in its early stages we saw positive data discussions at a team and school level as a result of this accessible student learning information.

With the continuation of remote learning for significant periods during 2021 we undertook a change to our approach, based upon parent feedback and staff input. To ensure our connection to AIP Key Improvement Strategies and in an attempt to increase connection int he remote space, all classes planned learning across the school day with a morning meeting, independent tasks, small group meets and an end of day reflection. This change was well received by our community and enabled our staff to work with smaller groups intensively across the learning week. Our children's ability to stay connected to their peers and teachers was increased also. Our specialist team engage in a weekly focus across P-2 and 3-6 which elevated their program and supported the wellbeing of our classroom teaching staff.

Engagement

Our Key Improvement strategy in implementing a Start-Up program to begin our school year was well received. Each year level has a clear teaching program for the first 10 days of the school year which aligned to school expectations and was centred around our core focused in English, Maths and SWPBS.

We successfully facilitated a Showcase of Learning during 3 terms in 2021. This platform enabled children to talk about their work and for parents to have an opportunity to celebrate learning growth. We used our ATSS data as a platform of discussion with relevant year levels and our leadership group. While remote learning impacted much of our localised plans, we were able to run small focus groups to better understand this data set and discuss future goals, which was shared as part of our review experience at the end of the year.

Our termly meetings as part of the SWPBS Working Party set the scene for future work in student voice. We reviewed our SWPBS Action Plan and group responsibilities which will prove an important step in redeveloping our matrix in 2022. Our teaching teams implemented through their writing units of work a 'Bump It Up' wall which increased student agency in effective writing. Student rubrics within current writing units were well received by teaching teams and will continue to be a centre point in writing instruction and assessment.

Our school-wide Homework policy was reviewed by School Council and staff and shared with learners to ensure expectations were clear and consistent across year levels.

Wellbeing

Wellbeing was an evolving and responsive experience in 2021. Health and wellbeing support was differentiated within our community and the need for intervention was varied and differentiated according to onsite or remote learning alongside the changing need of students, staff and the wider community.

The Tutor Learning Initiative was a level of support implemented for learners who made less than expected growth in the previous year. This well-staffed initiative was conducted onsite and remotely and student learning improvements should be celebrated. Our future focus in this area will be tracking of growth from term to term through the fortnightly meetings of the TLI group with leadership support.

The continuation of our Wellbeing Coordinator enabled support for our most vulnerable families. This enabled comprehensive Individual Education Plans to be shared with families and Student Support group meetings with some families to track progress and monitor goal attainment.

The support of staff during a tumultuous year took many forms: wellbeing professional learning, streamlined meetings, check-ins and connections to DET resources.

Attendance data, while less reliable due to remote learning has remained positive, The reengagement of families during a return to onsite learning proved to be challenging and the need to reevaluate our attendance policy will be our core work at the beginning of 2022.

Finance performance and position

With a total student enrolment of 571 in 2021 we attained a core student learning allocation of \$4,360,654.57 in 2021. To support children with English as an Additional Language we received \$30,115.00 and funding for the Program for Students with Disabilities from level 1 to 4 at \$179,669.50. The allocation of Equity funding for learners from a disadvantaged background totalled \$39,688.00. Including our contribution through our surplus we received \$120,686.00 for the Tutor Learning Initiative. We also received \$16,672.00 as part of the Bridging the Digital Divide - this enabled us to purchase ICT equipment to compensate for devices given to families during remote learning.

Our total student resource package in 2021 was \$5,008,622.34. Our total credit surplus at the end of the year was \$347,922.00.

Our subprograms were well funded in 2021 with a budget of \$31,956.00 for the purchase of literacy materials outside of our DGR. The DGR total to be spent within the 2021 year was \$14,400.00. Our literacy spending included the purchase of quality literature for classroom libraries alongside level texts at each year level. The storage and processing of these materials were an added expense alongside professional reading materials to support the work within our Professional Learning Community inquiry cycles. Additional texts were also purchased for our school library which included the use of our DGR.

In preparation for NAPLAN online in 2022 we purchase a number a iPads totalling \$10, 288 from our technology budget. Last year we financially contributed to the completion of our inclusive play space which required commitment of \$34,967.00 alongside the general maintenance and repairs within the school year. We also invested in a new PA system at an expense of \$9,000.

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.

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 573 students were enrolled at this school in 2021, 273 female and 300 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).

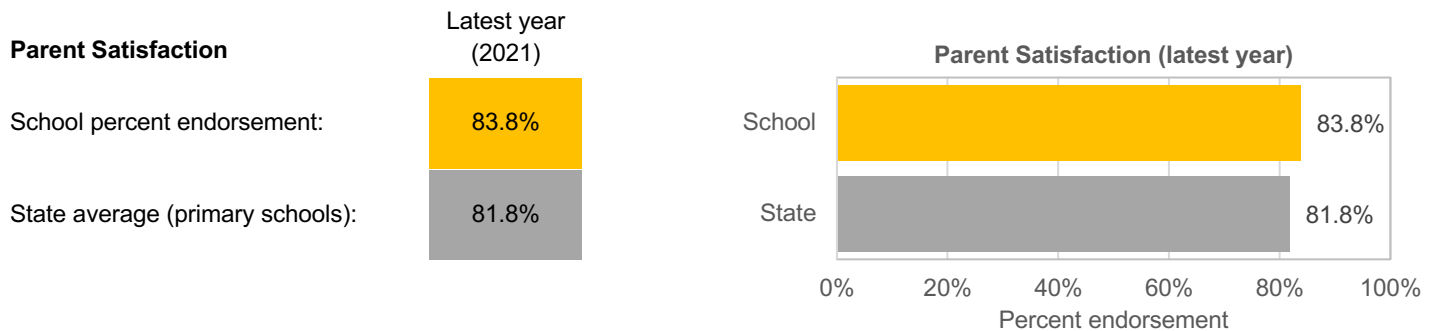
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

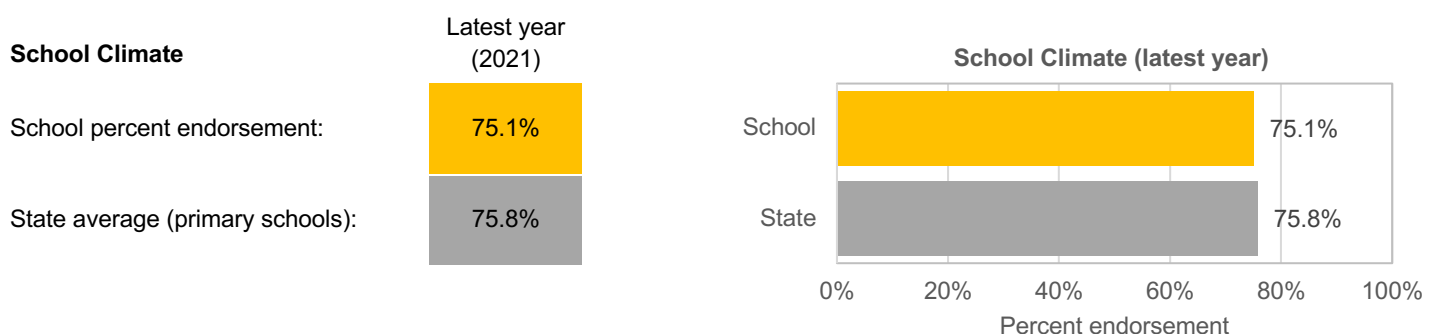


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

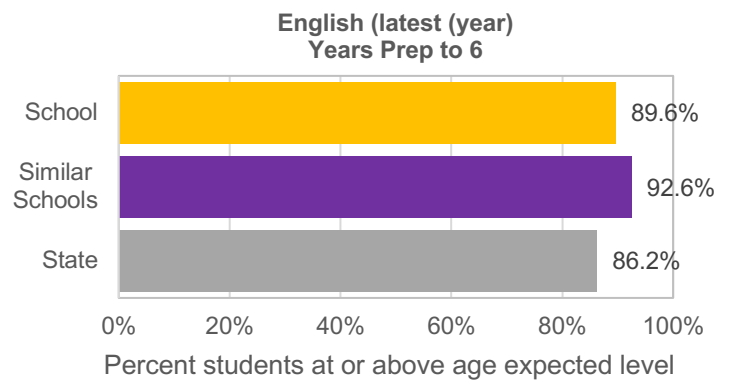
89.6%

Similar Schools average:

92.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

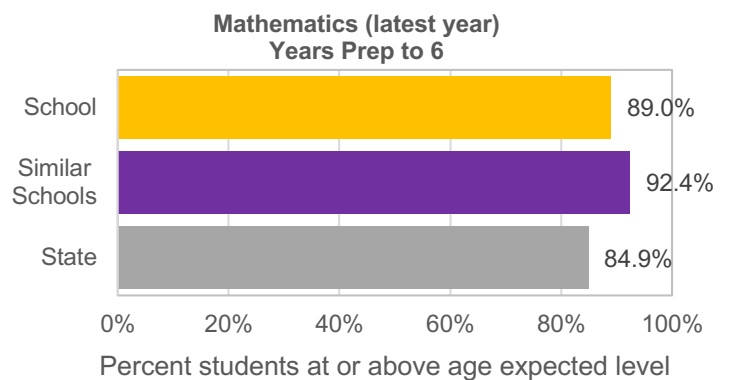
89.0%

Similar Schools average:

92.4%

State average:

84.9%



ACHIEVEMENT (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.

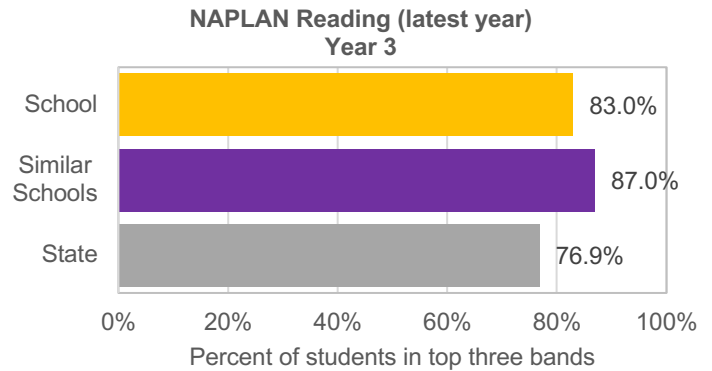
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

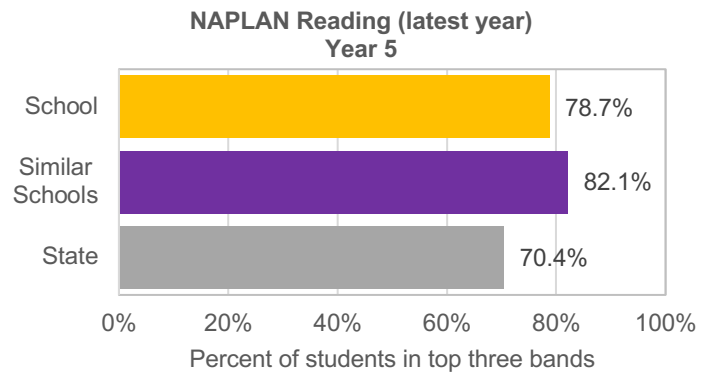
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.0%	81.5%
Similar Schools average:	87.0%	86.5%
State average:	76.9%	76.5%



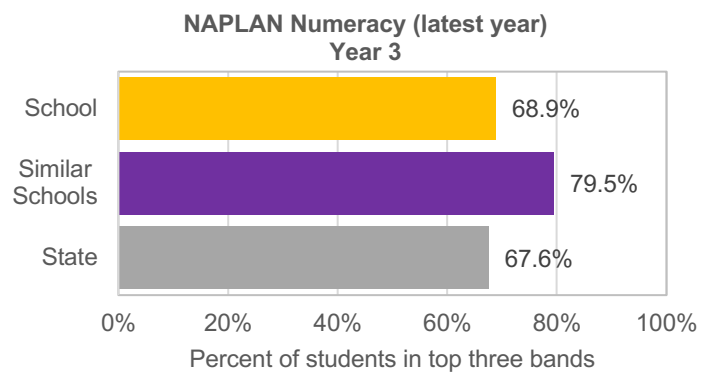
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.7%	79.4%
Similar Schools average:	82.1%	79.5%
State average:	70.4%	67.7%



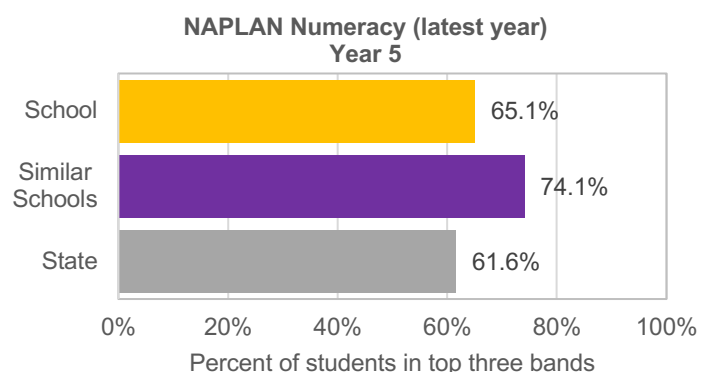
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.9%	69.0%
Similar Schools average:	79.5%	81.6%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.1%	71.2%
Similar Schools average:	74.1%	72.2%
State average:	61.6%	60.0%



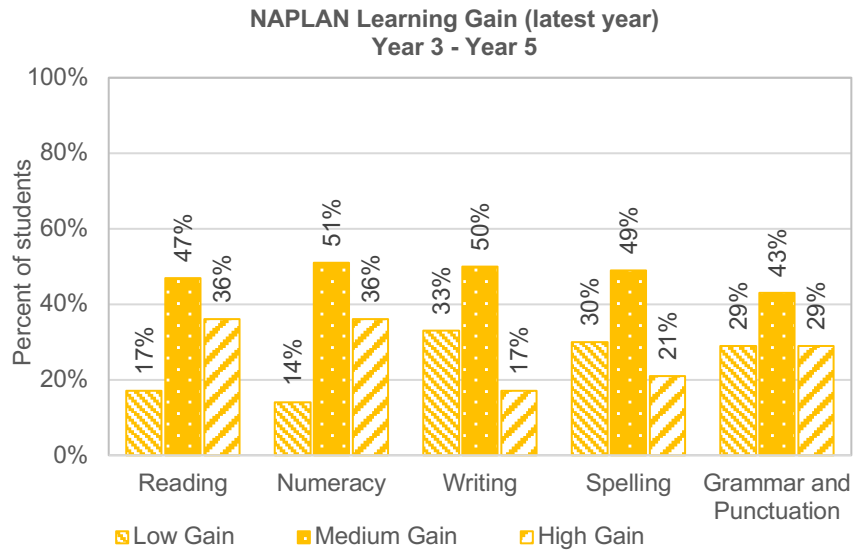
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	47%	36%	27%
Numeracy:	14%	51%	36%	25%
Writing:	33%	50%	17%	28%
Spelling:	30%	49%	21%	23%
Grammar and Punctuation:	29%	43%	29%	24%



ENGAGEMENT

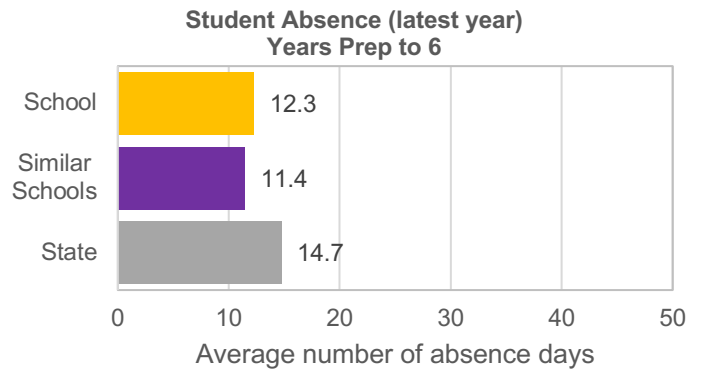
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	12.3	12.9
Similar Schools average:	11.4	12.4
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	94%	94%	94%	95%	93%	94%

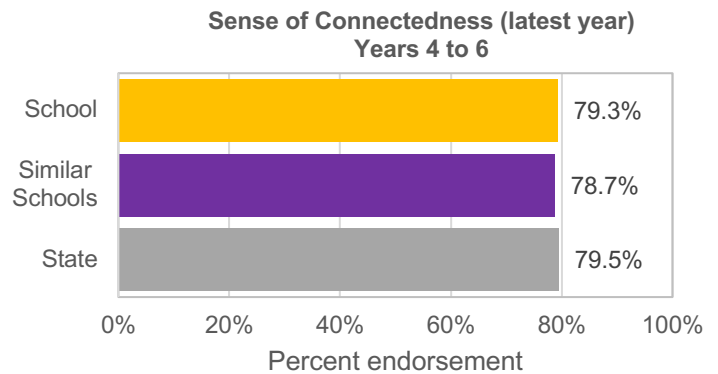
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	79.3%	80.3%
Similar Schools average:	78.7%	80.4%
State average:	79.5%	80.4%

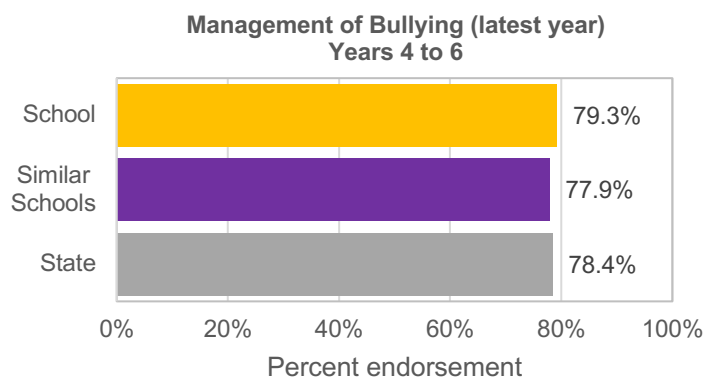


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	79.3%	80.7%
Similar Schools average:	77.9%	79.7%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,899,365
Government Provided DET Grants	\$421,598
Government Grants Commonwealth	\$28,629
Government Grants State	\$0
Revenue Other	\$10,509
Locally Raised Funds	\$474,695
Capital Grants	\$0
Total Operating Revenue	\$5,834,797

Equity ¹	Actual
Equity (Social Disadvantage)	\$39,688
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$39,688

Expenditure	Actual
Student Resource Package ²	\$4,551,061
Adjustments	\$0
Books & Publications	\$33,529
Camps/Excursions/Activities	\$155,782
Communication Costs	\$8,357
Consumables	\$127,588
Miscellaneous Expense ³	\$28,575
Professional Development	\$17,060
Equipment/Maintenance/Hire	\$173,369
Property Services	\$69,441
Salaries & Allowances ⁴	\$208,472
Support Services	\$19,467
Trading & Fundraising	\$31,058
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$50,598
Total Operating Expenditure	\$5,474,357
Net Operating Surplus/-Deficit	\$360,440
Asset Acquisitions	\$23,350

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$383,687
Official Account	\$47,653
Other Accounts	\$15,489
Total Funds Available	\$446,829

Financial Commitments	Actual
Operating Reserve	\$144,990
Other Recurrent Expenditure	\$25,609
Provision Accounts	\$0
Funds Received in Advance	\$3,100
School Based Programs	\$111,740
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$16,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$40,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$491,939

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.