

2019 Annual Report to The School Community



School Name: Newlyn Primary School (0453)



- 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 09 November 2020 at 10:28 AM by Samantha Vella (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.

To be attested by School Council President

About Our School

School context

Newlyn Primary School is a small, Prep-Year 6 rural school in the Hepburn Shire. It attracts students from local towns, as well as some students from Ballarat and the wider district. The school community is firmly committed to the sustainability and longevity of a small school setting, with families actively involved in all facets of school life. Newlyn Primary School has just completed a review and is entering a new Strategic Plan with a focus on further developing and embedding high impact teaching and learning, along with the implementation of structure to improve student voice and agency. We currently operate with a full time Principal (with a 3.5 day a week teaching load), a classroom teacher for 4 days per week, a business manager for 2 days per week, a IT Technician for 4 hours per week, a funded Chaplain for 3 days per fortnight and a cleaner for 9 hours per fortnight. All staff are committed to the school community and the improvement of opportunities and outcomes for all students.

Framework for Improving Student Outcomes (FISO)

In 2019, the leadership team focused on Building Practice Excellence (High Impact Teaching) and Setting Expectations and Promoting Inclusion (Rigour and Expectation). The key highlights were the development of a consistent Instructional Model, with curriculum planning and work programs closely aligned to ensure consistency and a common discourse. Teachers worked collaboratively to create a 3 year scope and sequence to match content with skill based learning, and also introduced researched-based structures including Independent Reading, Writer's Notebook, Writing Process and elements of Back to Front Learning (Maths). Data sets indicate that they effort and focus on increasing academic rigour and making learning 'visible' has had an extremely positive impact on student outcomes and growth.

Achievement

Student Achievement in standardised testing indicated that 90% of students are either at or above level in most areas. NAPLAN Data saw our retained students in the top 2 bands for Numeracy, Reading and Language Conventions, and Medium to high Growth in all learning areas. Our Year 3 student scored in the top 2 bands for Reading, writing and Numeracy. Further focus on Writing and Spelling will enable students to demonstrate high growth to move from the middle bands to the top bands in 2021. Fountas and Pinnell Reading data (Benchmark Assessment System) supports high reading growth in 90% of students, with 80% of students scoring at or above level. Future direction will enable teachers to provide extension interventions for high achieving students, along with interventions to build reading skills in any students who have not reached end of year benchmarks. PAT Reading and Pat Maths data supports teacher judgements also. Future direction in the next school strategic plan will enable teachers to investigate and improve our spelling and numeracy teaching and learning.

Engagement

Attendance data still suggests that there are challenges for the school community to address in the next School Strategic Plan. This also includes late arrivals, with punctuality a key challenge for some learners. When at school, students are engaged in the learning process through individual goal setting and an ability to make active choices in their learning. Students are also focused on understanding their role as a learner and are engaged and enabled through regular feedback cycles. A consistent learning Agenda has also supported student engagement, along with specialised programs such as regular visits in the community for students in year 3-6, the vegetable garden project, the chicken coop project and other 'school pride' opportunities. students have a deep connection to their school and community, and this is highlighted by their commitment to representing our school at local events, such as ANZAC Day March, Agricultural Shows, Rotary Concert and Christmas Carols. The parent body is also firmly engaged and committed to the longevity of the school, with regular support with working bees and fundraising efforts.

Wellbeing

Growth Mindset has been an integral ideology in the push for student engagement. This discourse innately enables greater levels of reflection and an ability to discuss feelings and ideas with peers and school adults. Our school chaplain provides regular opportunities for students and families to discuss issues and concerns, and staff are available to discuss concerns and strategies too. Regular activities are planned to develop connections with peers and also connections between the home and school. These opportunities help students to feel safe and happy at school. The respectful relationships program is taught explicitly to all students weekly, through a structures scope and sequence. the program also includes elements of the Growth mindset philosophy and makes reference to emotional intelligence skills to enable students to be more aware of themselves and their actions. Attitudes to School Survey Data is not supplied due to our small numbers.

Financial performance and position

In 2019 we were granted Workforce Bridging to manage an unprecedented deficit. This Workforce Bridging will also be required moving into 2020. As part of the School Resource Package (SRP) the school was eligible for Equity Funding, along with a range of Small School and Rural funds. We were also granted Sporting Schools funding for 2 terms, and used this to participate in hockey, softcrosse (lacrosse) table tennis, Basketball and AFL. we also obtained a Woolworths Landcare Grant to make improvements to the vegetable Garden. During 2019 the parent body also raised funds through a range of community events. The decision to upgrade the heating and cooling in the classrooms has been a positive decision, with room temperature extremes limited through winter and summer. This has positively impacted student and staff wellbeing and improved conditions for teaching and learning. The purchase of a new mower has also reduced gardening costs considerably. The school was granted funds as part of the Department's Maintenance Blitz, with the majority of these funds being allocated to upgrades and inspections. All leftover funds will be allocated later in 2020 towards improvements determined as necessary by the school community. In addition, the school has also been allocated funds to make repairs and improvements to the administration and art room portables. This work will be managed and determined externally. The school has been scheduled for asbestos removal in 2020, which will remove the last remaining traces of asbestos materials from the school.

For more detailed information regarding our school please visit our website at
www.newlynps.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	
<p>Enrolment Profile</p> <p>A total of 12 students were enrolled at this school in 2019, 7 female and 5 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

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>Above </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>	No Data Available	
<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>	No Data Available	

Performance Summary

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>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<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"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <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%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									

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>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <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>91 %</td> <td>95 %</td> <td>91 %</td> <td>94 %</td> <td>NA</td> <td>91 %</td> <td>68 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	95 %	91 %	94 %	NA	91 %	68 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	95 %	91 %	94 %	NA	91 %	68 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

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>	No Data Available
<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>	No Data Available

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	\$298,647	High Yield Investment Account	\$53,360
Government Provided DET Grants	\$55,110	Official Account	\$2,783
Government Grants State	\$1,500	Total Funds Available	\$56,143
Revenue Other	\$6,972		
Locally Raised Funds	\$11,416		
Total Operating Revenue	\$373,646		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$302,578	Operating Reserve	\$11,282
Books & Publications	\$142	Provision Accounts	\$400
Communication Costs	\$746	School Based Programs	\$38,180
Consumables	\$7,663	Maintenance - Buildings/Grounds < 12 months	\$4,000
Miscellaneous Expense ³	\$28,245	Total Financial Commitments	\$53,862
Professional Development	\$412		
Property and Equipment Services	\$13,085		
Salaries & Allowances ⁴	\$8,167		
Trading & Fundraising	\$3,732		
Utilities	\$6,779		
Total Operating Expenditure	\$371,548		
Net Operating Surplus/-Deficit	\$2,098		
Asset Acquisitions	\$11,366		

- (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)

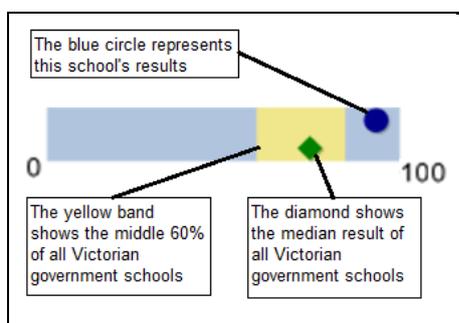
Engagement

- 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').