

## 2015 Annual Report to the School Community

Newport Lakes Primary School

School Number: 113



## Newport Lakes Primary School

Name of School Principal: David Moss

Name of School Council President: Kylie Halarakis

Date of Endorsement: 21<sup>st</sup> April 2016

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 - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Newport Lakes Primary School (NLPS) is committed to providing rich learning experiences with a focus on developing literacy and numeracy skills. The school provides a rigorous educational program that empowers students to excel, take action and become lifelong learners. At NLPS we believe all students can learn and as members of diverse communities we can make a difference to the world around us.

Students at NLPS are also challenged to extend their thinking and abilities through engaging in an Inquiry based curriculum. Our goal is to facilitate deep investigation of concepts and provide a highly motivating and stimulating environment for all learners. The school values of responsibility, respect, resilience, compassion and critical thinking are explicitly taught and actively promoted in a whole school student wellbeing positive behaviour program.

The school's SFO index in 2015 was 0.2878 which is slightly higher than the previous index of 0.2805. The school's student population also increased slightly from 397 in 2014 to 403 in 2015.

The school had the equivalent of 29.4 effective full time staff which included 2 principal class members, 21.6 teaching staff and 5.8 education support staff. In 2015 there were 17 classrooms with an average class size of 23.8 students.

The school offered high quality specialist programs in the areas of Classroom Music, Drama, Physical Education, Visual Art and Indonesian LOTE (Language Other Than English). A unique and exemplary instrumental music program was introduced in 2015 offering students the opportunity of learning advanced musical notation and develop in a discipline required to work as a member of a school band that provides authentic performance experiences.

The school's priorities in 2015 were the improvement in all areas of student achievement with a major focus on Mathematics (number and classroom practice), Literacy (Writing and Spelling) eLearning (teacher practice) and Inquiry learning. The intervention programs GRIN (Getting Ready for Numeracy) and LLI (Leveled literacy Intervention) were also introduced to supplement the school's existing intervention programs.

### Achievement

NLPS academic results for 2015 were once again well above state average and demonstrated the outstanding work being undertaken in the classrooms.

The Yr.3 NAPLAN results in all areas of Literacy and Numeracy were outstanding. All results were similar or above when compared to like schools and were in the top 20% of students in the state. The Yr.5 NAPLAN results were above the state mean in Numeracy and were similar to like schools and the Reading results were lower than like schools but still above state mean. Significant differences in results were noted between LBOTE and non LBOTE students in both Literacy and Numeracy.

The NAPLAN learning gain between the Yr.3 and Yr.5 was again very significant; in Reading 66% of students recorded medium to high growth, 87% in Writing, 69% in Spelling, 82% in Grammar and Punctuation and 72% in Numeracy.

The AusVELS teacher judgments (percentage of P-6 students with a grade of C or above) were both above state mean with the results for Mathematics being lower and English recording similar when compared to like schools.

In 2016 the school will continue to focus on improvement in Writing and Numeracy with the assistance of expert consultants and school based professional learning. The school will also further the intervention programs with additional resources directed towards LBOTE students deemed at risk in Literacy.

### Engagement

Newport Lakes PS has an attendance pattern, in both 2015 and for the four-year average 2012-2015, similar to what is expected given the background of our student cohort.

The overall results for student attendance have remained relatively constant with a 93%-94% attendance rate (P-6 average).

It was noted that there was a decrease of 2-3% in the senior years (Yr. 4,5 & 6) in 2015 than the previous 2 years. This will need to be followed up in the upcoming years to ensure that this is an isolated spike and not a trend.

The most common reason for extended absences continues to be extended family holidays during the school term. The school continues to promote the importance of regular attendance in the newsletter and accurate figures of absences are now recorded in the student reports.

Considerable teacher professional development in the area of Inquiry Learning was conducted in 2015. A leading educational consultant in this field, Kath Murdoch, was engaged by the school to conduct a professional learning day for all staff and then work individually with each PLT on developing Inquiry Learning that provides authentic learning experiences to engage students with their learning. Feedback from teachers and student focus groups supported that the work being undertaken was having an immediate and positive impact in every classroom. The professional learning with Kath Murdoch will continue in 2016.

The school continues to build teacher, student and parent capacity to drive and embed eLearning across the school. A sizeable shift in the manner in which eLearning is conducted occurred in 2015. It is very evident that eLearning is no longer an additional area of the curriculum but rather a part, or a tool, that is used to enhance the teaching of learning of the curriculum.

## Wellbeing

The school continued to perform strongly in the areas of student relationships and student wellbeing as evidenced in the Student Attitudes to School Survey data. The results were similar or above compared to other schools within the network, region and state. It was pleasing to note that the results showed 2 consecutive years of strong data compared to the previous 3 years (2011-13) where results were well below state mean in most areas of the survey.

The school's transition programs (Kinder – Foundations & Yr.6-7) again proved to be very successful with students being well supported. Feedback from students, parents and the secondary schools has indicated that the NLPS students adjust positively to the transition from primary to secondary school. A number of students and parents also participated in the transition program for 'at risk' students conducted by the Hobsons Bay Network assisting greatly in a positive transition for these children.

The results of the transition variable in the school's Parent survey were greater than network, regional and state mean.

The school continued to implement the Positive Behaviour in Schools (PBS) strategies in 2015. A focus on school values, a school behaviour matrix, school awards, common language and explicit instruction in classrooms all contributed to strong PBS student survey results.

Student Leadership and Student Voice programs continued to be implemented and reinforced in 2015.

## Productivity

The school's weekly timetable was arranged around ensuring each professional learning team (PLT) had a weekly common meeting time to assist with the sharing of pedagogical discussion. A dedicated planning week was also conducted each term to enable PLT's to work together for a full day in preparation for the upcoming term.

Additional resources were allocated to include further intervention programs in Literacy (LLI) and Numeracy (GRIN) and for an extension and engagement co-ordinator to assist with the needs of teachers and students of the high achieving and talented children in all levels.

A new double storey portable building (4 classrooms) was included in the school's building plan and a number of other improvements were undertaken including new fences, upgrading of school oval, re-carpeting of corridors, installation of glass doorways in all school entrances and new split system air-conditioning in all classrooms in the main building.

A masterplan for a new double storey school was developed and presented to the Minister of Education, James Merlino when he visited to the school in October, 2015.

For more detailed information regarding our school please visit our website at  
<http://www.newportlakesps.vic.gov.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.

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:

### School Profile

#### Enrolment Profile

A total of 403 students were enrolled at this school in 2015, 203 female and 200 male. There were 8% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



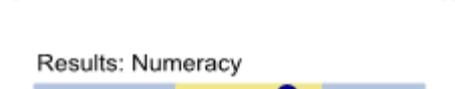
## Performance Summary

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>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Lower</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Lower</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</b> 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <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>33%</td> <td>56%</td> <td>10%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>46%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>51%</td> <td>36%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>44%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>56%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	56%	10%	Numeracy	28%	46%	26%	Writing	13%	51%	36%	Spelling	31%	44%	26%	Grammar and Punctuation	18%	56%	26%	<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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	94 %	91 %	92 %	92 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	94 %	91 %	92 %	92 %										

## 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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></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 colleges, 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.



## What is a School Comparison?

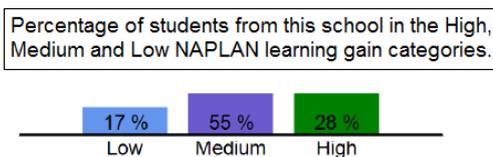
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

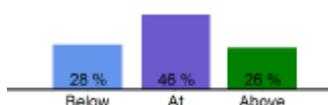
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,623,951	High Yield Investment Account	\$36,424
Government Provided DET Grants	\$306,614	Official Account	\$35,937
Government Grants Commonwealth	\$8,168	Other Accounts	\$169,778
Revenue Other	\$22,913	<b>Total Funds Available</b>	<b>\$242,140</b>
Locally Raised Funds	\$360,370		
<b>Total Operating Revenue</b>	<b>\$3,322,015</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$2,598,741	Operating Reserve	\$10,000
Books & Publications	\$39,596	Capital - Buildings/Grounds incl SMS<12 months	\$15,000
Communication Costs	\$6,916	Maintenance - Buildings/Grounds incl SMS<12 months	\$13,415
Consumables	\$83,422	Revenue Received in Advance	\$185,994
Miscellaneous Expense	\$212,227	School Based Programs	\$17,731
Professional Development	\$11,614	<b>Total Financial Commitments</b>	<b>\$242,140</b>
Property and Equipment Services	\$337,769		
Salaries & Allowances	\$57,521		
Trading & Fundraising	\$31,013		
Utilities	\$24,374		
<b>Total Operating Expenditure</b>	<b>\$3,403,193</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$81,178)</b>		
<b>Asset Acquisitions</b>	<b>\$31,000</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.*

### Financial performance and position commentary

In 2015 NLPS managed its finances under the processes and guidelines as directed by Department of Education. The school council finance sub-committee is responsible for over-seeing the program and budgets and provision of monthly financial reports to school council. Although the school remains in strong financial position, it did record a deficit of \$81,178 for the 2015 calendar year. Property maintenance continues to be a large expense to the school due to the age, style of the buildings and the deteriorating condition of school building and services.

A number of improvements were also undertaken to the school buildings (re-carpeting of corridors and a number of classrooms, installation of glass doorways in all school entrances and new split system air-conditioning in all classrooms in the main building and painting of corridors) and to the school grounds (new fences, upgrading of school oval, landscaping – sand pit, walking track). All of these projects were self funded by the school. A large investment was also made in the purchase of books for classrooms and Literacy Intervention kits.

