

# 2016 Annual Report to the School Community



School Name: Newport Lakes Primary School

School Number: 113



Name of School Principal:	David Moss _____
Name of School Council President:	Kylie Halarakis _____
Date of Endorsement:	31 March 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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Newport Primary School, established in 1856, celebrated its 160<sup>th</sup> Birthday in 2016. The school is located in Newport and has a current (February 2017) enrolment of 445. Newport Lakes is a family oriented school with a strong partnership with the community. The school community shares a strong vision and commitment to providing the best opportunities for students in a vibrant and purposeful atmosphere.

Newport Lakes creates a learning environment for all students and staff in which the values of respect, responsibility, resilience, compassion and critical thinking are not only constantly referred to but also explicitly taught in all classrooms.

Classroom programs focus on developing a positive and co-operative learning environment in which children can achieve their potential in all curriculum areas. The school provides a sequential and inclusive curriculum based on a combination of the New Victorian curriculum, AusVELS and the Victorian Early Years Learning and Development Framework. The school prides itself on its very strong specialist programs of LOTE (Indonesian), Visual Arts, Classroom Music, Drama, and Physical Education.

The school's SFO index in 2016 was 0.2824 which was slightly lower than the previous year's index of 0.2878. The school's student population increased from 403 in 2015 to 407 in 2016.

The school had an equivalent of 29.60 effective full time staff which includes 2 principal class members, 24.4 teaching staff and 5.2 Education Support Staff.

### Framework for Improving Student Outcomes (FISO)

The following key Improvement strategies were undertaken in 2016.

- Build the school's capacity to provide intervention programs for students at risk. Develop a targeted intervention program for EAL students at risk.
- Provision of a guaranteed & viable curriculum in Numeracy (Develop a set of Essential Learnings & Proficiency Scales for numeracy to meet the needs of NLPS.)
- Improve and consolidate the understanding and sequence of teaching mathematics throughout the school.
- Implementation of an Inquiry approach to learning across the school.
- Implementation of Positive Behaviour Support program

Significant work was undertaken on all the above strategies during the year. Many are now implemented as ongoing programs ( GRIN, LLI , PBS) and others have continued into 2017 ( Inquiry Professional Learning, Implementation of Proficiency Scales).

### Achievement

Student learning data continues to be strong. *NAPLAN* data continues to show the school operating at a level higher than both the state and national levels in all areas of assessment. The 4- year average results for both NAPLAN reading and numeracy also demonstrate strong results over a prolonged period.

The *Teacher Judgement of Student Achievement* results also indicated a strong result in both English and Numeracy across all levels P-6. In 2016 NLPS students performed in the top 20% of all Victorian schools when measured against the achievement of working at or above the expected standard in English and Mathematics. This is a similar result when compared to 'like' schools.

The school's intervention programs for Literacy and Numeracy continued to be very successful in 2016. All students below expected standard in Literacy received additional assistance in some form during the year and every EAL (English as an additional language) student below expected standard attended the Levelled Literacy Intervention program. The GRIN (Getting Ready In Numeracy) focused on students in yr. 3 & 4 that required additional assistance in gaining concepts in mathematics.

Team planning of curriculum and professional learning teams promote a shared pedagogy, which is driven by assessment data supported by explicit and directed teaching in all classrooms.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these



## Engagement

Attendance across all year levels in 2016 was above 90% with a school wide average of 92.5%. This is similar to like schools and slightly lower than the 2015 school wide average attendance of 93%. Long-term family holidays still tend to have a negative impact on attendance rates.

In 2017, parents will continue to be informed through newsletters articles etc. of the negative impact absences and lateness can have on a student's social development and performance at school.

Further teacher professional development in the area of Inquiry Learning continued in 2016. 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. This work is culturally changing the delivery of the curriculum at NLPS to enhance the engagement of every child with their learning.

The school continued to build on the extensive extra curricula activities available to the students including instrumental music, school choirs, extension programs, swimming, beach safety programs, ukulele groups, lunchtime clubs ( art, library, drama, computer coding) and the school production.

## 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 for both the 'Connectedness to School' and the 'Student Perception to Safety' were above the state mean and similar to like schools. It was pleasing to note that the results showed 3 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 continued to implement the Positive Behaviour Support (PBS) strategies in 2016. A focus on school values, the school behaviour matrix , school awards, common language and explicit instruction in classrooms all contributed to strong PBS student survey results.

The use of 'Restorative Practice' was introduced in 2016 to assist in dispute solving and resolution for all students. All staff received professional learning and simple but effective aides (posters, cue cards, etc) were developed to ensure that a consistent approach to the introduction and implementation of restorative practice was ensured.

Student Leadership and Student Voice programs continued to be implemented and reinforced in 2016.

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.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 407 students were enrolled at this school in 2016, 203 female and 204 male. There were 13% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> 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 Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>51%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>53%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>50%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>45%</td> <td>41%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>59%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	51%	19%	Numeracy	16%	53%	30%	Writing	27%	50%	23%	Spelling	14%	45%	41%	Grammar and Punctuation	23%	59%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>91 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	94 %	92 %	93 %	93 %	91 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	94 %	92 %	93 %	93 %	91 %										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

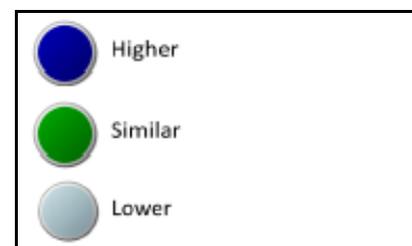
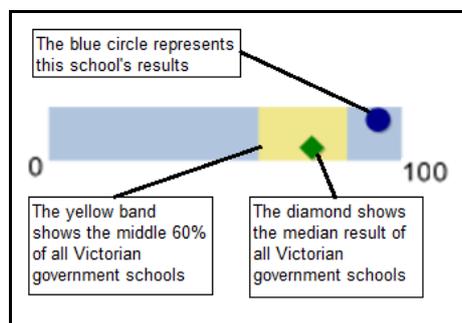
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

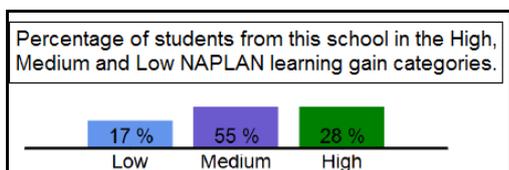
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

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

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

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

Revenue	Actual
Student Resource Package	\$2,787,624
Government Provided DET Grants	\$279,388
Government Grants Commonwealth	\$2,745
Government Grants State	\$5,600
Revenue Other	\$9,035
Locally Raised Funds	\$468,905
<b>Total Operating Revenue</b>	<b>\$3,553,297</b>

Expenditure	
Student Resource Package	\$2,740,972
Books & Publications	\$8,832
Communication Costs	\$4,535
Consumables	\$93,355
Miscellaneous Expense	\$261,200
Professional Development	\$9,400
Property and Equipment Services	\$97,650
Salaries & Allowances	\$62,519
Trading & Fundraising	\$43,079
Travel & Subsistence	\$5,185
Utilities	\$28,272
<b>Total Operating Expenditure</b>	<b>\$3,354,999</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$198,298</b>
<b>Asset Acquisitions</b>	<b>\$35,016</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$85,293
Official Account	\$16,769
Other Accounts	\$179,584
<b>Total Funds Available</b>	<b>\$281,646</b>

Financial Commitments	
Operating Reserve	\$10,000
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds incl SMS<12 months	\$26,545
Revenue Received in Advance	\$102,045
School Based Programs	\$38,419
School/Network/Cluster Coordination	\$24,637
<b>Total Financial Commitments</b>	<b>\$281,646</b>

Student Resource Package Expenditure figures are as of 06 March 2017 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.*

In 2016 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.



A surplus of \$198,298 was recorded in 2016 as opposed to the 2015 deficit of \$81,178. This, to a large degree is linked to strong support given to the school by the community and to a credit to cash conversion arising from a staffing surplus in the previous year. Significant funds were raised through voluntary contributions to the school funds (Library, Building, Sports& Playground, ITC) and the many fundraising events conducted throughout the year, including the School Fete.

NLPS was the co-ordinating school for the 2017 HB Principal Network Conference and at the end of the 2016 year was in receipt of \$24,637 funds for this event.

A number of improvements were also undertaken to the school buildings (re-carpeting of classrooms, new split system air-conditioning in classrooms and library) and to the school grounds (new artificial bat tennis courts and a large wooden staged deck area.). All of these projects were self-funded by the school. A large investment was also made in professional learning for staff and the purchase of math equipment, books for classrooms and Literacy Intervention kits.

The school has a reserve fund, which covers aspects of the school such as replacement of the synthetic turf and landscaping after the building program, photocopiers and the long term planning requirements.