

# 2017 Annual Report to the School Community



School Name: Newport Lakes Primary School

School Number: 113

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Newport Lakes Primary School is a dynamic teaching and learning environment with a strong connection to the local community. The school is located in Newport in the City of Hobsons Bay and has a current enrolment ( February 2018) of 464.

The school shares a strong vision that we believe all students can learn and as members of diverse communities we can make a difference to the world around us. 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.

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's SFO index in 2017 was 0.27 which is slightly lower than the previous index of 0.28. The school's student population also increased slightly from 407 in 2016 to 443 in 2017.

The school had the equivalent of 30.3 effective full time staff which included 2 principal class members, 23 teaching staff and 5.3 education support staff.

In 2018 there were 18 classrooms with an average class size of 24.6 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). The school continues to offer a unique and exemplary instrumental music program 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.

### Framework for Improving Student Outcomes (FISO)

The following key improvement strategies were undertaken in 2017;

#### **Building practice excellence**

- Provision of a guaranteed and viable curriculum in Numeracy

#### **Building practice excellence**

- To build the leadership capacity of the school, strengthen succession planning and develop capabilities of leadership teams.



## Achievement

NLPS academic results for 2017 were once again well above state average and demonstrated the outstanding work being undertaken in the classrooms.

Combined P-6 teacher judgement assessments demonstrated that the students are working in the top 20% of all Victorian Government schools in both literacy and Numeracy. This is an improved result from the last 2 years.

The NAPLAN results in Literacy and Numeracy were excellent in both Yrs. 3 and Yrs.5. The data continues to show the school operating at a level higher than state and national schools mean. When compared to similar schools, the results were also very strong with a similar or higher results recorded in both Literacy and Numeracy. The 4 year average results for both NAPLAN reading and numeracy demonstrated strong results and continual improvement over a prolonged period.

There was significant relative growth of students progressing from Year 3 to year 5 in all areas. In Reading, 75% of our students recorded medium to high growth, 88% in Numeracy, 87% in Writing, 61% in Spelling and 71% recorded medium to high growth in Grammar and Punctuation.

## Engagement

Newport Lakes Primary School is performing at both the state median and at expected level in attendance for schools with similar population characteristics although our data was in the lower end of the middle 60% of Victorian Government schools. Student attendance data reflects a consistent and gradual improvement.

The 2017 data indicates an average attendance rate of 92.6 %, which was a slight decrease on the previous years but remains similar to like schools results.

Although the school continues to aim for minimal absences, it was positive to note that there were no outstanding absences in any particular year level.

In 2018, the school will introduce the practice of contacting parents or carers as soon as practicable on the same day of an unexplained student absence. This requirement supports student safety and wellbeing.

## 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 the indicators of 'Sense of Connectedness' and 'Management of Bullying' were at the state mean level and similar to like schools.

The use of 'Restorative Practice' was continued throughout the school. A parental information session was conducted during the year to extend the understanding and possible use of restorative practice at home.

The school also began the inclusion of the 'Respectful Relations' program with staff professional learning and explicit teaching of the curriculum to be introduced in 2018.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## 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:

| <b>School Profile</b>  |  |
|--|--|
| <p><b>Enrolment Profile</b></p> <p>A total of 441 students were enrolled at this school in 2017, 224 female and 217 male.</p> <p>12 percent were EAL (English as an Additional Language) students and 1 percent 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>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><b>School Staff Survey</b></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

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Achievement  | Student Outcomes  | 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p> | <p> Similar</p> <p> Similar</p> |



## 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:

| 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> Higher</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> Similar</p> <p> Lower</p> <p> Higher</p> <p> Similar</p> |



## 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: ◆

| Achievement  | Student Outcomes   | School Comparison |      |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
|--|--|-------------------|------|--------|------|---------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|-----|-------------------------|-----|-----|-----|---|
| <p><b>NAPLAN Learning Gain</b><br/>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> | <table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>38%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>52%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>62%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>40%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>44%</td> <td>27%</td> </tr> </tbody> </table> | Domain            | Low  | Medium | High | Reading | 25% | 38% | 37% | Numeracy | 13% | 52% | 35% | Writing | 13% | 62% | 25% | Spelling | 38% | 40% | 21% | Grammar and Punctuation | 29% | 44% | 27% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain   | Low  | Medium            | High |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Reading  | 25%  | 38%               | 37%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Numeracy   | 13%  | 52%               | 35%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Writing  | 13%  | 62%               | 25%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Spelling   | 38%  | 40%               | 21%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Grammar and Punctuation  | 29%  | 44%               | 27%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |



## 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:

| 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</p> <p><b>School Comparison</b><br/>A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table> | Prep             | Yr1               | Yr2  | Yr3  | Yr4  | Yr5  | Yr6 | 93 % | 93 % | 92 % | 93 % | 93 % | 93 % | 91 % | <p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Prep   | Yr1              | Yr2               | Yr3  | Yr4  | Yr5  | Yr6  |     |      |      |      |      |      |      |      |   |                                 |
| 93 %   | 93 %             | 92 %              | 93 % | 93 % | 93 % | 91 % |     |      |      |      |      |      |      |      |   |                                 |



## 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:

| Wellbeing  | Student Outcomes     | School Comparison |
|--|----------------------|-------------------|
| <p><b>Students Attitudes to School - Sense of Connectedness</b></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: 2017</p> | Similar           |
| <p><b>Students Attitudes to School - Management of Bullying</b></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: 2017</p> | Similar           |

# 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)

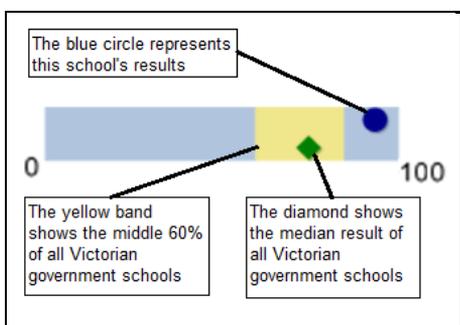
### Engagement

- 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).

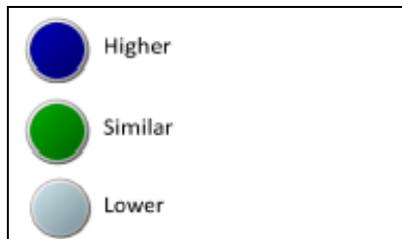


## What does *School Comparison* refer to?

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 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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').

## Financial Performance and Position

### Financial performance and position commentary

| Financial Performance - Operating Statement<br>Summary for the year ending 31 December, 2017 |                    | Financial Position as at 31 December, 2017     |                  |
|--|--------------------|--|------------------|
| <b>Revenue</b>   | <b>Actual</b>      | <b>Funds Available</b>                         | <b>Actual</b>    |
| Student Resource Package   | \$3,041,463        | High Yield Investment Account                  | \$86,544         |
| Government Provided DET Grants   | \$341,590          | Official Account                               | \$79,909         |
| Government Grants Commonwealth   | \$14,200           | Other Accounts                                 | \$262,068        |
| Government Grants State  | \$4,114            | <b>Total Funds Available</b>                   | <b>\$428,522</b> |
| Revenue Other  | \$7,202            |  |                  |
| Locally Raised Funds   | \$444,401          |  |                  |
| <b>Total Operating Revenue</b>   | <b>\$3,852,970</b> |  |                  |
| <b>Equity<sup>1</sup></b>  |                    |  |                  |
| Equity (Social Disadvantage)   | \$21,827           |  |                  |
| <b>Equity Total</b>  | <b>\$21,827</b>    |  |                  |
| <b>Expenditure</b>   |                    | <b>Financial Commitments</b>                   |                  |
| Student Resource Package <sup>2</sup>  | \$2,938,645        | Operating Reserve                              | \$104,347        |
| Books & Publications   | \$16,274           | Asset/Equipment Replacement < 12 months        | \$60,000         |
| Communication Costs  | \$7,144            | Capital - Buildings/Grounds incl SMS<12 months | \$37,443         |
| Consumables  | \$78,124           | Revenue Received in Advance                    | \$162,253        |
| Miscellaneous Expense <sup>3</sup>   | \$281,943          | School Based Programs                          | \$22,501         |
| Professional Development   | \$11,023           | Other recurrent expenditure                    | \$14,550         |
| Property and Equipment Services  | \$139,200          | Asset/Equipment Replacement > 12 months        | \$10,000         |
| Salaries & Allowances <sup>4</sup>   | \$59,544           | Capital - Buildings/Grounds incl SMS>12 months | \$17,429         |
| Trading & Fundraising  | \$30,964           | <b>Total Financial Commitments</b>             | <b>\$428,522</b> |
| Travel & Subsistence   | \$28,424           |  |                  |
| Utilities  | \$18,279           |  |                  |
| <b>Total Operating Expenditure</b>   | <b>\$3,609,564</b> |  |                  |
| <b>Net Operating Surplus/-Deficit</b>  | <b>\$243,406</b>   |  |                  |
| <b>Asset Acquisitions</b>  | <b>\$57,172</b>    |  |                  |

(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 05 March 2018 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.



In 2017, NLPS managed its finances under the processes and guidelines as set out by DET. The school council subcommittee is responsible for over-seeing the program budgets and provision of monthly financial reports to school council. Newport Lakes PS has continued to be in a solid financial position recording a net operating surplus of \$243,406 in 2017. This was achieved predominantly due to changes in staff profile (transfer of senior teacher and transfer of business manager) allowing for SGB surplus of \$102,817. Fundraising by the parents club and limited expenditure towards grounds improvement due to savings towards upcoming projects also contributed to the surplus outcome.

Extraordinary expenditure items included the upgrading of 2 classrooms in the red brick building over the Dec/ Jan holidays. Works included renovation of all windows, installation of A/C's, painting and new joinery (\$28,826). The school also received additional funding during the year including Equity Funding (\$21,827) utilized to support the Literacy Intervention Program and the Mobil Bright Futures Grant (\$4000) used to purchase Science Kits.

The school is currently undergoing a major building program involving 2 new buildings ( learning centre and multi-purpose room) School Council will be contributing significantly to the cost of landscaping upon completion of the project.