

# 2018 Annual Report to The School Community



**School Name: Newhaven Primary School (3053)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 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 13 March 2019 at 02:17 PM by Sharyne Munday  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 18 March 2019 at 01:23 PM by Andrea Cole  
(School Council President)

# Newhaven Primary School (3053)

## About Our School

### School context

Newhaven is located on Phillip Island, an hour and a half drive from Melbourne. Our student population has been steadily increasing over recent years with 151 students in attendance for the 2018 school year. Newhaven Primary School is a caring, secure environment where students are meaningfully challenged by teachers and peers to become independent learners. We respect diversity, teach to individual need and encourage discussion. We provide opportunity for students to learn through inquiry. We work in an environment where ideas are shared. Staff collaboration is strengthened by peer observation, team planning and discussion. We accept challenge and strive to be the best we can be. We ensure that each individual is provided with dedicated time to receive high quality feedback for ongoing growth and development. We celebrate success.

Our school has open communication and a close working relationship with the wider community and the local media. We create opportunities to take learning outside the classroom and are actively involved in local projects. We welcome all visitors, volunteers, families and staff and make them feel part of our school. In 2018 we have 151 students across seven classrooms, comprising a straight Prep, 2 x Grade 1/2, 2 x Grade 3/4 and 2 x 5/6 classes. This distribution of classes is reviewed each year to provide the best configuration according to enrolments.

In the past two years enrolments have increased by 10 students.

The staffing profile at Newhaven Primary School consists of a Principal, 8 classroom teachers, a literacy intervention teacher, PE, Art and Science as well as one fulltime Education Support (admin) and three Education Support staff. We run three PLT's P-2, 3-4 and 5-6. For planning purposes the 3-4 and 5-6 teams meet together each fortnight.

In 2018 we implemented the Victorian Curriculum and reported against this in Compass our preferred reporting system.

In years 3-6 students have access to an I-pad. Students receive an I-pad in grade three to use exclusively as long as fees are paid annually to cover the cost of the device. At the end of grade six students can take the I-pad with them. We also have a class set of laptops and I-pads for all students to access.

Newhaven Primary School fosters the involvement of the wider school community in its programs and activities. We value the partnerships between home and school and encourage our students to understand their role as community members. Volunteers make a difference to the lives of our children by assisting with:

- Reading
- Perceptual Motor Programs (PMP)
- Learning Assistance Program (LAP)
- Special Projects e.g. Fete
- Bicycle Education/Ride2School
- Canteen/Sushi
- Drama/Art/PE/Science
- Sport

Together we are learning for the future.

### Framework for Improving Student Outcomes (FISO)

Our goal was to improve literacy and numeracy achievement in a differentiated learning environment that promotes inquiry, creativity, problem solving and activity-based learning. We used the FISO component of Building Practice Excellence to achieve this goal. The key improvement strategies implemented: 1. Build teacher instructional practice through developing common understanding, knowledge and application of the High Impact Teaching Strategies with a focus on writing and number. 2. Build teacher capacity in utilizing a range of

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assessment strategies to effectively assess teaching and learning and provide differentiated teaching and learning outcomes. 3. Build student confidence in learning through developing goal setting and reflective practices by building awareness of their next level of learning.

## Achievement

In 2018 we had our best results in NAPLAN Learning Gain from when students sat NAPLAN in year 3 and then again in year 5.

In the area of reading we had 61% of students in the medium growth band but we increased the high growth to 17%.

In Numeracy we had only 6% of students in the lower band and this has been a significant shift from previous years. We achieved 29% of students in the high growth band. This is a fantastic achievement.

In writing we have 29% of students in both the low and high growth gains but 41% of students made medium growth. Another huge achievement as this has been a focus at the school for a number of years and one of our goals for the last two years to improve.

In spelling and punctuation the growth was not as significant as the other subject areas but it has improved with 55% of students either in the middle or high relative growth bands for spelling.

With grammar and punctuation we have 61% of students in the middle or high growth bands.

For 2019 our goals and strategies for writing are: To build teacher instructional practice, knowledge and understanding of the key strategies for the teaching of writing.

To build teacher capacity in the strategic use of HITS and elements of professional practice to support the planning, delivery and assessment of an engaging and rigorous writing curriculum.

We identified differentiation as the areas of HITS that we wish to incorporate as an integral aspect of our teaching. Although we have been working on our writing development for the past 18 months, our focus will also encompass the teaching of punctuation and grammar within the writing process.

To develop staff practice in utilising a variety of strategies for writing as outlined in the Literacy Portal along with the development of writers notebooks as an effective tool to support the collection and development of ideas.

In 2019 our goals and strategies for numeracy are: Develop and implement an agreed instructional model across the school for the teaching of Numeracy.

Build the capacity of staff to effectively use assessment data to inform and improve the teaching of Numeracy.

PMSS Program the school will have 2 teachers in this program for the next two years to build the capacity of staff.

The school has been focusing on writing and it is now in a place to take on the challenge of improving numeracy results as well as the teaching and learning of numeracy.

## Engagement

The attendance data at Newhaven Primary school is well above the State target of 12 days per year per student. We record more absences for a school with the same characteristics such as SFO. From 2015-2018 the number of days absent by students has continued to rise above like schools. This is an ongoing concern and as part of our Review in 2018 it is a goal in our Strategic Plan for the next four years. By the end of 2019 we aim to reduce the annual average absences per student FTE to be less than 14 days. We have implemented a tiered response to attendance across the school in accordance with regional guidelines in 2019.

KIS we will implement in 2019 to improve attendance:

Every family to receive a copy of the Attendance Policy via Australia Post

Student's monitoring their attendance in class each day

ES staff member employed to check attendance each morning and call parents every day.

Monthly attendance data to be shared with school community via the school newsletter.

Monthly attendance data shared at assembly each month

Students acknowledged for great attendance each term and end of year at assembly

Principal to arrange CTM with parents identified as needing support from the school, SSS and the Student Wellbeing Officer at Region

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## Wellbeing

Student's responses to the Attitudes to School Survey were varied. Students in years 4, 5 and 6 completed this survey. The 2018 Attitudes to School Survey demonstrated a positive change in students feeling more connected to the school as well as feeling that any bullying issues were dealt with well, this was above similar schools.

Our goal from the AtSS was to improve:

Learning Confidence, current 3.93, target 4.50, the data was represented as a % in 2018 and we achieved 78%

Stimulating Learning, current 3.72, target 4.50 the data was represented as a % and we achieved 89%

Our year four cohort of males were not as connected with the school. The Rock Water Program commenced for this cohort of male students in semester 2, 2018. The program aims to boost self-esteem and give students the strategies to calm themselves down in situations within the classroom and playground through breathing techniques and meditation with the long term goal of them becoming good men. Parents were invited to attend and participate in these sessions. The year four girls at the same time were doing yoga. A local artist was also employed for this cohort of year four males to create a mural in small groups for the local skateboard park adjacent to the school.

## Financial performance and position

The school is in surplus as we had been reimbursed from the VCAA who had been transferring money for a staff member to their previous school. This was identified before Reconciliation and Reconciliation did not take place until this was rectified.

Staff on leave and were replaced with Graduate teachers. Enrolments were up from the previous year, the prep enrolment was more than we expected.

The school fete and the fundraising activities of the year increased from the previous year.

The school received Equity funding and this was used to employ three ES staff .64 for the year to support students.

The school applied for two grants and were successful. One for upgrades to our Bike Education course of \$5000.00

Grant for improvements to our bike shed capacity due to many families and staff riding to school for \$2500.00

# 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 151 students were enrolled at this school in 2018, 71 female and 80 male.

3 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.5	85.1	78.3	91.6

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	68.4	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	81.1	90.1	82.6	95.3	Similar
Mathematics	82.1	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	66.7	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	70.6	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	78.9	64.9	48.8	80.0	Higher
Year 5	Numeracy (latest year)	55.6	55.6	37.0	75.0	Higher

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	75.4	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	63.2	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	58.7	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	50.0	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	22.2	61.1	16.7
Numeracy	5.9	64.7	29.4
Writing	29.4	41.2	29.4
Spelling	44.4	44.4	11.1
Grammar and Punctuation	38.9	44.4	16.7

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	18.9	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	19.7	15.2	13.2	17.8	Lower

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	89	94	91	91	90	88	90

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.7	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	83.0	81.7	73.8	88.7	Similar

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	84.4	81.2	72.2	90.3	Similar
<b>Percent endorsement (2 year average)</b>	87.6	81.8	73.7	89.7	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,406,792
Government Provided DET Grants	\$222,097
Government Grants Commonwealth	\$5,575
Government Grants State	\$775
Revenue Other	\$3,458
Locally Raised Funds	\$124,413
<b>Total Operating Revenue</b>	<b>\$1,763,109</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$64,309
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$64,309</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,351,554
Adjustments	\$0
Books & Publications	\$1,028
Communication Costs	\$3,990
Consumables	\$36,907
Miscellaneous Expense <sup>3</sup>	\$43,635
Professional Development	\$12,124
Property and Equipment Services	\$96,928
Salaries & Allowances <sup>4</sup>	\$127,666
Trading & Fundraising	\$57,113
Travel & Subsistence	\$0
Utilities	\$20,035
<b>Total Operating Expenditure</b>	<b>\$1,750,979</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$12,130</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$41,532
Official Account	\$13,249
Other Accounts	\$39,118
<b>Total Funds Available</b>	<b>\$93,899</b>

Financial Commitments	Actual
Operating Reserve	\$61,843
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$5,735
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,413
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$32,113
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$103,104</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The 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').