

2020 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).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 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 08 April 2021 at 02:36 PM by Sharyne Munday (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

At Newhaven Primary School we believe by encouraging our students to take risks and making authentic connections, it opens the way for students to secure rich and meaningful discussions with their peers. Through these authentic connections, drawing on prior knowledge and experiences, students take ownership of their own learning and we subsequently tailor our teaching to our student's individual needs.

We respect and embrace the diversity of our student, staff, families and our local and global communities. Our school seeks the opportunity to make connections by taking our learning outside the classroom and into the wider community. This is accomplished through our involvement in community projects and celebrating the success of our students. This is supported by a strong working relationship with the local newspaper and having an induction program/process in place to welcome families, volunteers and visitors to connect with our school community.

As Newhaven Primary School we developed our Values from our Vision. The Newhaven Primary School Values are displayed in each classroom and used to celebrate student success at weekly assemblies as well as for goal setting within the classroom.

We grow through challenge.

We do this by:

- Learning from our mistakes
- Taking risks with our learning
- Being brave and confident

We are responsible for our own learning.

We do this by:

- Being organised and prepared
- Doing things for ourselves
- Owning our actions
- Being proud of what we do

We respect each other, the environment and ourselves.

We do this by:

- Valuing everyone
- Listening to each other
- Respecting our environment and each other

Newhaven is located on Phillip Island, an hour and a half drive from Melbourne. Our student population was 139 in 2020. 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 2020 we had 139 students across six classrooms, comprising: prep, 1/2, 2/3, 3/4, 4/5 and a 5/6 class. This distribution of classes is reviewed each year to provide the best configuration according to enrolments.

The staffing profile at Newhaven Primary School consists of a Principal, 7 classroom teachers, PE, Art and Science as well as one fulltime Education Support (admin) and three Education Support staff at .64. We run two PLT's P-3- and 4-6. In 2020 continued to implement the Victorian Curriculum both onsite and remotely. We reported on Compass and only judged English and Numeracy on 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. Which was very useful during RFL.

Newhaven Primary School fosters the involvement of the wider school community in its programs and activities. Unfortunately in 2020 our volunteers were not able to be on site to support us with the following programs many of which were cancelled.

- 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 maximise student learning growth in Literacy across the school. We used the FISO components of Building Practice Excellence and evidence based high impact teaching strategies (HITS) to achieve this goal. The key improvement strategies implemented: using the talents of staff and appropriate outside agencies to build knowledge and the skills of staff in the teaching of literacy and Build the capacity of all staff to implement a consistent pedagogical model which incorporates the HITS.

Goal One; to maximise student learning growth in Literacy across the school. This was impacted severely by RFL. Students were engaged the first time but the quality of their written work was well below the expected level when a moderated writing piece was set by their classroom teacher. 60% of students didn't even complete the task. The second round of RFL saw this figure half again. Families found it very difficult and stressful.

As a staff we had done considerable work around the structures for writing and have developed a defined process to support planning, using the writing cycle and our school instructional model and assessment procedures. Whilst students were at school this was evident. But RFL made it challenging to get students to engage let alone implement the Writing Instructional Model.

Goal Two:

To improve student learning outcomes in Numeracy F-6

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.

We continued into our second year of the PMSS Program we have 2 teachers in this program to build the capacity of staff. We have our Instructional Model for Numeracy that staff have been implementing P-6. Due to RFL the days set aside for coaching was interrupted despite both the Specialists running PD via WebEx. It was decided that the program would be funded for one day in 2021 as the benefits of this program were beginning to show from classroom observations and walk throughs by the PMSS coaches prior to and post RFL.

Goal Three:

To improve student agency and active participation in learning

Attendance at Newhaven Primary School is well above the State average. In 2020 many students were marked as present if they turned up to the daily WebEx session. This data is inconsistent and not a true reflection of student attendance due to the number of weeks spend in RFL. This continues to be a priority for NPS to address and for DET to apply sanctions to families who neglect to send their children to school.

Achievement

Students and their families responded well to Home Learning the first time and the support was evident online via See Saw and Compass. Students were engaging daily through WebEx sessions and parents were posting work and messages of gratitude. Junior classroom teachers were implementing break out rooms and conducting reading groups with students and posting videos of themselves explaining literacy and numeracy tasks. Staff were adapting quickly and

maintaining PLT as well as weekly staff meetings. Staff were responding to parent emails at all hours of the day despite repeated messages to maintain typical school hours. families were under enormous pressure. However the second round of Home Learning was not supported by the majority of parents. Staff were creative with the way they ran their virtual classrooms and used the platforms of See Saw and Compass but there was a much lower percentage of families engaging. families were stressed and we did not see about 25% of students in each classroom engage online at all with parent permission to opt out. The quality of work was very poor and not at the expected standard at all. We did not meet any of our targets in our AIP. Specialists found Home Learning challenging as students didn't engage with their programs. NAPLAN was not sat and therefore teacher judgements were used to base student growth.

Engagement

A small number of students thrived under Home learning. They enjoyed the freedom to complete work at their own pace and post it to either Compass or See Saw as evidence for their classroom teacher. The recording of attendance was difficult and not accurate. Students were expected to get onto their WebEx session each day at the designated time but would then turn their screen off. Staff were unsure if they were still present online. There was little evidence of working being completed and posted. This was a huge problem with our senior students. The staff engaged students with themed check ins each day and virtual around the world races. The school ran photography and drawing competitions during Home Learning to engage with students. The newsletter and Compass were used to inform and support families during this challenging time. The Principal worked with the Senior Wellbeing and Engagement Officer | Inner Gippsland on a daily basis to try and engage with parents who did not engage with Home Learning as this has been an ongoing problem with some families prior to Home Learning. Classroom teachers rang and emailed parents throughout the whole time with little response. Students returning to school walked the red carpet literally and the emphasis by all classroom teachers was to maintain great relationships and have children demonstrating resilience and social skills. This was a priority over academic progress to ensure students had positive mental health and well being. The school Chaplains were a great support to staff, families and students by calling families. The ATSS was not completed

Wellbeing

At NPS we managed to achieve developing a student leadership profile with the introduction of school captains for the first time in the schools history. Students and parents were actively involved in the development and implementation of this initiative. However we did not engage with the ATSS so we could not measure our success. Our school fast forwarded the delivery of the Respectful Relationship Program during Home Learning and will continue to implement this program from P-6 as well as engaging with the parent community. Our attendance data will show improve but its validity is not reliable. However families could not take extended holidays throughout the school term! Improving.

Financial performance and position

The school was successful in receiving a grant from the Minor Capital Works fund to replace the senior playground and install permanent backboards in the gym. Fundraising was non-existent with the annual fete being cancelled and all other fund raising cancelled as well. We received equity funding for students. We also received funding from The Victorian School Building Authority to undertake building repairs from the Rolling Facilities Evaluation Program to address major maintenance issues. This was completed in 2020. The school received equity funding that went towards ES staff being fulltime. There were no other contracts or agreements entered into by School Council.

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 132 students were enrolled at this school in 2020, 62 female and 70 male.

NDP percent of students had English as an additional language and NDP 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.

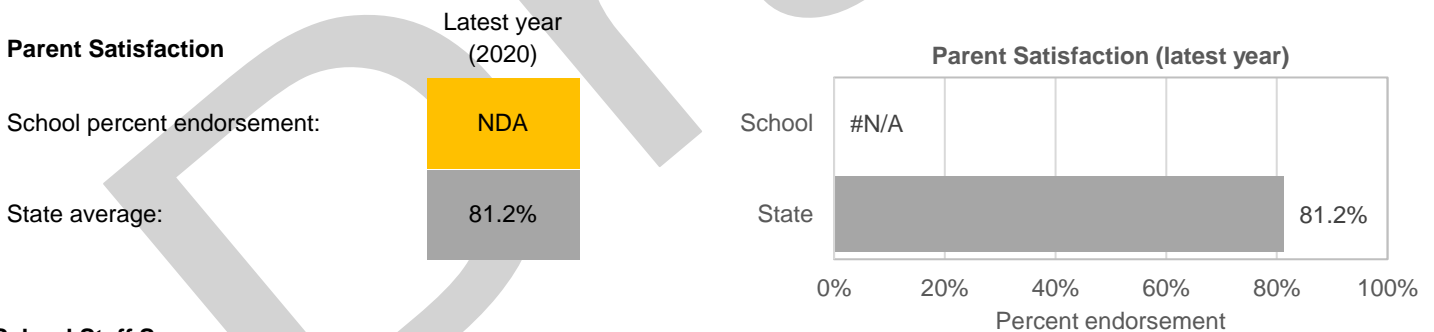
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

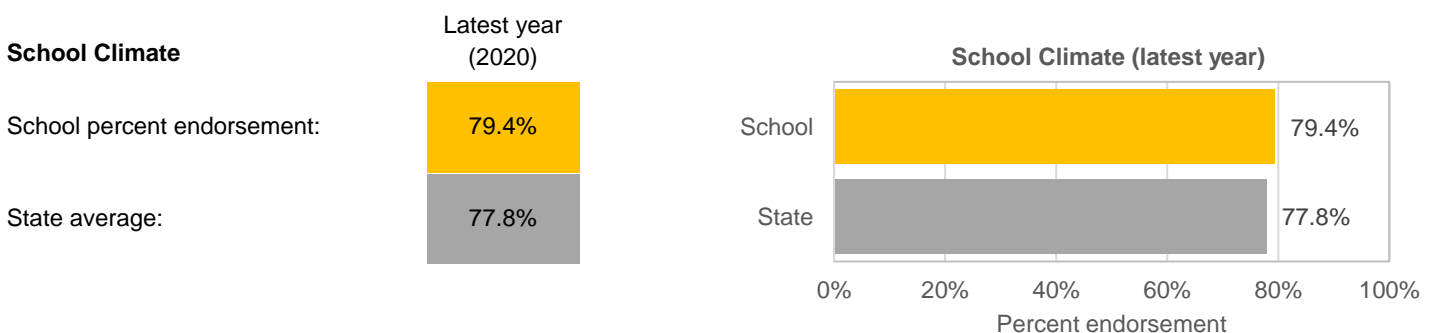


School Staff Survey

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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

74.9%

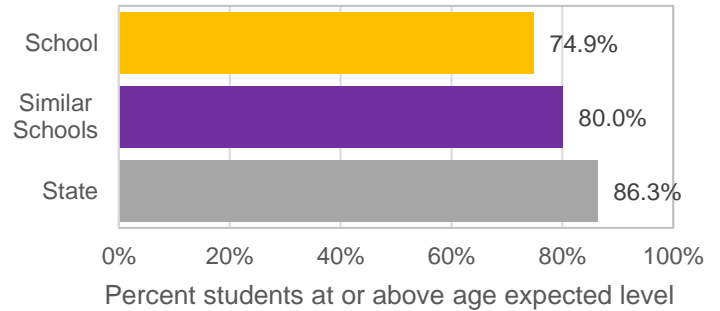
Similar Schools average:

80.0%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

74.9%

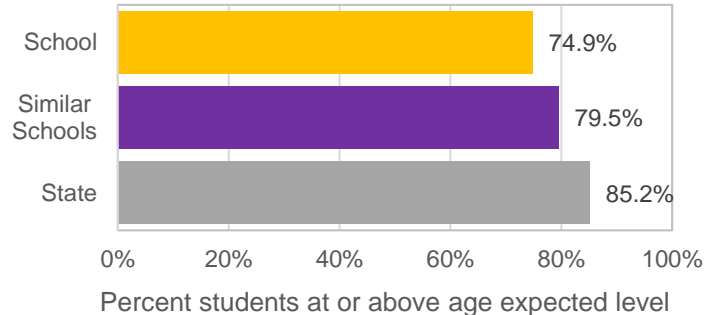
Similar Schools average:

79.5%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

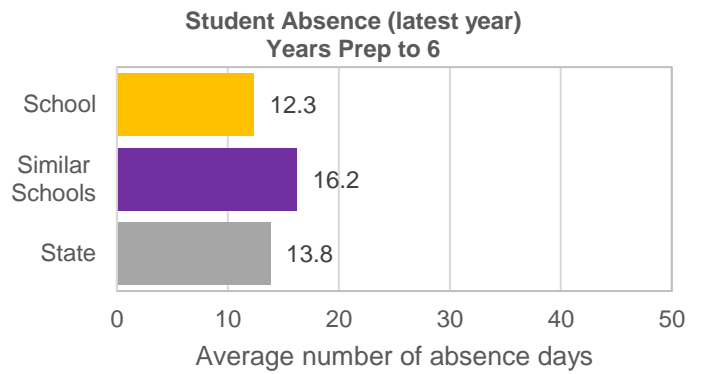
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.3	17.9
Similar Schools average:	16.2	16.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	93%	90%	96%	92%	96%	92%

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

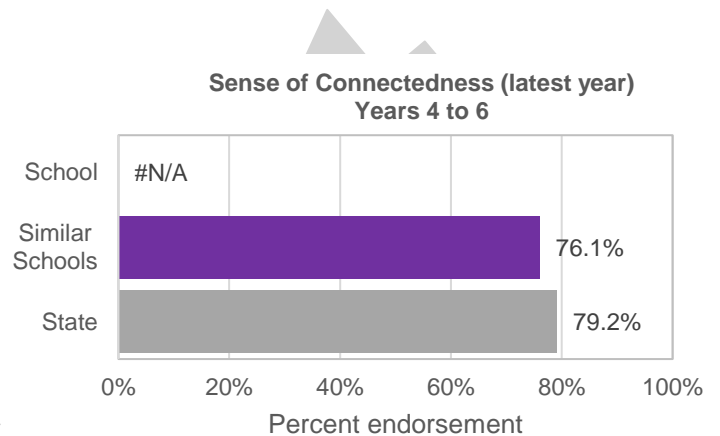
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	77.1%
Similar Schools average:	76.1%	78.7%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

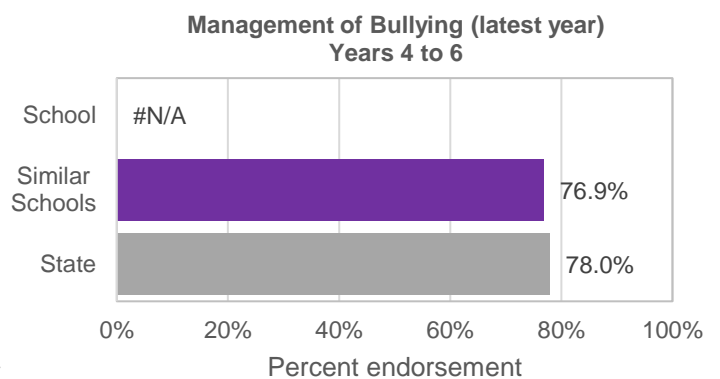
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.3%
Similar Schools average:	76.9%	80.7%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,622,769
Government Provided DET Grants	\$295,732
Government Grants Commonwealth	\$9,150
Government Grants State	NDA
Revenue Other	\$1,928
Locally Raised Funds	\$49,912
Capital Grants	NDA
Total Operating Revenue	\$1,979,492

Equity ¹	Actual
Equity (Social Disadvantage)	\$115,681
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$115,681

Expenditure	Actual
Student Resource Package ²	\$1,286,386
Adjustments	NDA
Books & Publications	\$1,082
Camps/Excursions/Activities	\$10,630
Communication Costs	\$4,020
Consumables	\$42,825
Miscellaneous Expense ³	\$9,445
Professional Development	\$4,602
Equipment/Maintenance/Hire	\$30,958
Property Services	\$105,199
Salaries & Allowances ⁴	\$82,205
Support Services	\$337
Trading & Fundraising	\$15,248
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$20,212
Total Operating Expenditure	\$1,613,149
Net Operating Surplus/-Deficit	\$366,343
Asset Acquisitions	\$6,960

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$168,179
Official Account	\$9,193
Other Accounts	NDA
Total Funds Available	\$177,373

Financial Commitments	Actual
Operating Reserve	\$42,647
Other Recurrent Expenditure	\$9,929
Provision Accounts	NDA
Funds Received in Advance	\$4,630
School Based Programs	\$2,528
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$10,768
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$70,502

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.