

2022 Annual Report to the School Community

School Name: Newbury Primary School (5545)



- 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 of the previous calendar year 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 21 March 2023 at 06:47 PM by Michelle Nunn (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 March 2023 at 02:36 PM by Gino Ozdemir (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

Newbury Primary School opened in 2017 and is a primary school educating children from Prep to Year 6 and is situated in the north-west suburb of Craigieburn. The School Vision is to provide a dynamic learning community where all students are empowered to learn and achieve personal success. The School Mission states that we are committed to creating a safe, secure, educationally stimulating, calm and nurturing learning environment underpinned by high expectations and the recognition of effort. We focus on the emotional, social and academic development of every student as an avenue of developing confident, creative, compassionate and informed citizens who are actively engaged in their community. The strong sense of community is evident in the continuous, honest and open dialogue between all stakeholders. The core beliefs on which we base our work are: student wellbeing and engagement is at the centre of all that we do, a positive attitude to academic and social learning is essential and personal effort is to be recognised and valued. In 2022 there was a total of 132 staff. Of this number, 90 were teaching staff, 42 Education Support staff as well as 3 Principal Class Officers. Our teachers work collaboratively in Learning Communities to plan and develop curriculum programs to provide personalised learning in order to cater for students' individual needs. The school upholds high expectations of all members of the school community. The school values of Respect, Integrity, Effort and Community are embedded in all aspects of school life. Our current SFOE is 0.3703. Newbury Primary School has an EAL population of 84% with 42 different languages being spoken including Punjabi, English, Hindi and Arabic. At Newbury Primary School, student wellbeing is at the centre of all that we do. Various support structures are in place including emotional check-in boards and sanctuary spaces to ensure students are ready for learning. Our teaching instruction is centred on a live planning and curriculum design model which enables teachers to plan personalised learning for students based on the analysis of current data. In 2022 we continued to implement Teaching and Learning Groups using the Professional Learning Communities framework, underpinned by the Timperley Inquiry and Knowledge Building Cycle. The curriculum is delivered in a safe, stimulating and engaging learning environment where effort is celebrated. Our students are encouraged to immerse themselves in learning by being inquisitive, intrinsically motivated and to understand that all effort is recognised.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2022 Annual Implementation Plan outlined the following improvement strategies which were relevant to Newbury Primary School:

* Year 5 reading teacher judgement data to show 70% or more students at or above expected benchmark. Increase Year 5 Numeracy in the top two bands from 9% (average 2016–18) to 18%. Decrease the percentage of students in the bottom 2 NAPLAN bands: Year 5 Numeracy from 50% (average 2017–18) to 28%

We developed data and assessment literacy of teachers to inform understanding of student needs and identify students requiring additional support. We developed the capacity of staff to plan for differentiation. We further refined Essential Learning documents and built staff capacity to effectively utilise these. A Mathematics Development program was implemented that focused on project based learning to extend students in numeracy.

We made an average of 71% of students reaching at or above expected benchmark for Year 5 in reading. We made 22% for Numeracy in the top two bands. We decreased the percentage in Year 5 Numeracy from 50% to 28% in the bottom 2 NAPLAN bands.

At a whole school level teachers' used formative assessment data and summative judgements against the curriculum. At the classroom level, teachers used documentation and data from formative assessments to form teaching groups and provided targeted teaching opportunities to ensure personalised learning for all students. Teachers confidently and accurately interpreted and identified student learning needs. Teachers and leaders established intervention/small group tutoring programs.

Wellbeing

The 2022 Annual Implementation Plan outlined the following improvement strategies which were relevant to Newbury Primary School:

Decrease the overall response of low resilience from the Attitudes to School Survey from 27% to 3% for Year 4-6 students. Student self reporting of individual resilience (normal and high) remains equal to the current state average for Year 5 students. Our student perception data indicates this has plateaued since early 2022.

Newbury Primary School continued to develop a whole school approach to wellbeing, by building staff capacity to notice and respond to signs of student distress and emerging mental illness through professional learning. Teachers, leaders, and the school community continued to share a common understanding of the whole school approach to supporting physical, social, emotional, cultural, and civic wellbeing. Students felt supported and engaged in classroom communities and contributed to a strong classroom culture. Teachers and leaders established agreed monitoring processes and leaders ensured these were visible throughout learning communities. Teachers and leaders implemented whole school wellbeing priorities and interventions in classroom communities. Staff supported students with emerging and acute wellbeing needs to remain engaged in learning and connected to their peers. In the classroom, students and teachers continued to use the Calmer Classrooms approach, School Wide Positive Behaviour Support, as well as the Resilience, Rights and Respectful Relationships Program to develop the aforementioned attributes. These whole school approaches were complemented by a continued focus on targeted social skills groups, community clubs and lunchtime activities.

Engagement

In 2022 our attendance data indicates that 55% of our school population had absences of 20 days or more, with absences slightly above to that of similar schools and the network, however higher than the state. The average number of days absent across Prep to Year 6 was 26.7 days, which was an increase from the previous year by 12%. We had a decrease in unexplained absences by 0.7%.

We continued to promote 'Every Day Counts' in all classrooms and provided classroom staff with a monthly attendance data report. Teachers were required to follow up on any unexplained absences via phone calls using the school's absence information flow chart. Parents were notified of any absences through the Sentral notification system and prompted to enter a reason for their child's absence. Newbury Primary School worked closely with families to offer support and engagement for chronic absences.

Other highlights from the school year

In 2022 Newbury Primary School held a camp for Years 5 and 6 students. 150 students attended the camp at PGL Campaspe Downs.

We had excursions and incursions for all year levels, including, but not limited to: MCG, Science works, Brickworks incursion, Animals on the move incursion, Royal Botanical Gardens, Melbourne Museum, Water Safety incursion program and St John's Ambulance incursion.

We ran a Sustainability Squad and worked on becoming a Resource Smart School.

We ran a digital innovators group that produced Newbury News, a recorded segment, to our community.

The Specialist staff ran a Specialist Showcase where our community was invited to attend to see the wonderful things our students participate in whilst at Specialist classes.

Newbury Primary School completed the Colour Run as a whole school fundraiser which was a great success.

We ran social skills groups and breaktime activities, as well as Community Companions and community building within learning communities.

We ran parent information sessions on reading and mathematics.

We continued to run our Kitchen Garden program which provided students the opportunity to cook with it during their Science lessons.

We continued to run and promote our Breakfast Club each Friday morning.

As part of our camping program Prep students participated in a Prep Breakfast, Year One and Two students did a stay late and had dinner.

The Prep to Year Two students participated in an AFL clinic.

Newbury Primary School participated in the district Cross Country for Years Four to Six, as well as running school athletic days.

A Book Fair was held which attracted a lot of interest.

A School Roik Band performed on a variety of occasions.

Financial performance

Newbury Primary School operated at a surplus during 2022. Our budget for 2022 was \$879, 472.45 more than in 2021. This was due to an increase in student enrolment numbers and an increase in equity funding. Newbury Primary School has continued to make improvements including the laying of additional artificial turf and landscaping to create more passive and play areas, replanting the kitchen garden, purchasing additional furniture and resources and adding to our facilities. The School Strategic Plan, along with the Annual Implementation Plan, continues to provide the framework for the allocation of human and physical resources to support student needs, school programs and priorities.

For more detailed information regarding our school please visit our website at
<https://www.newburyps.vic.edu.au/>

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 2.0 (FISO 2.0).

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 1184 students were enrolled at this school in 2022, 560 female and 624 male.

72 percent of students had English as an additional language and 1 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).

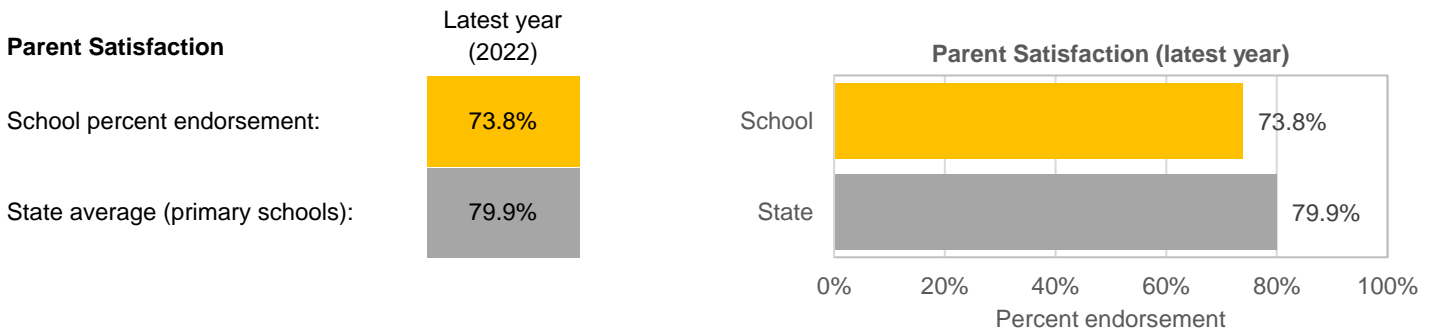
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

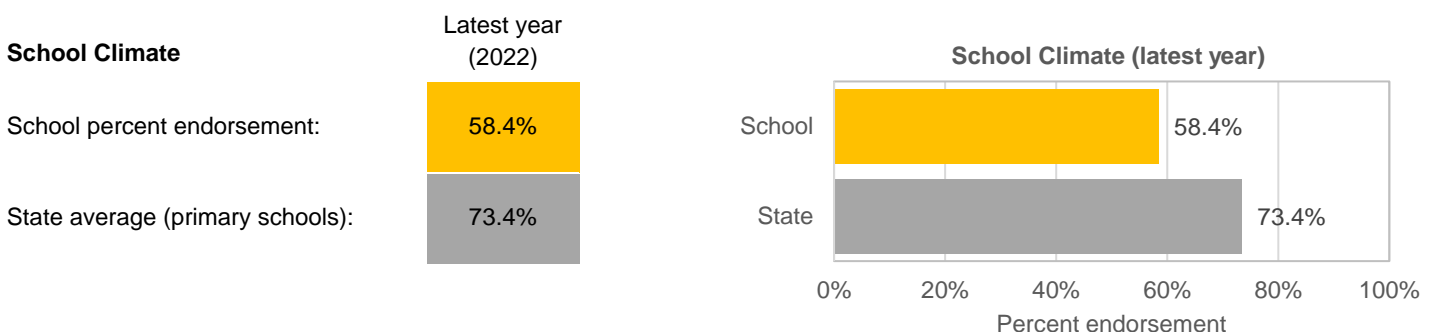


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

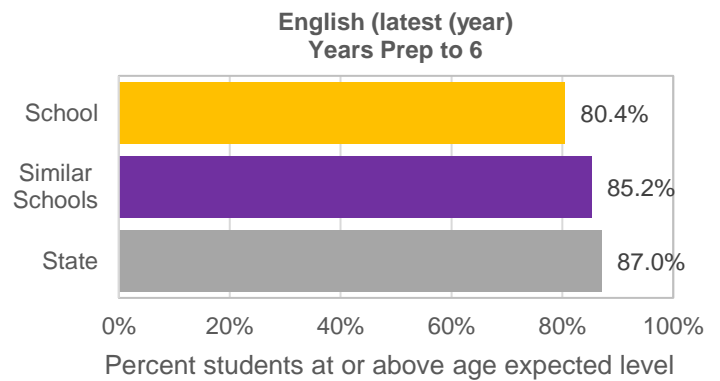
80.4%

Similar Schools average:

85.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

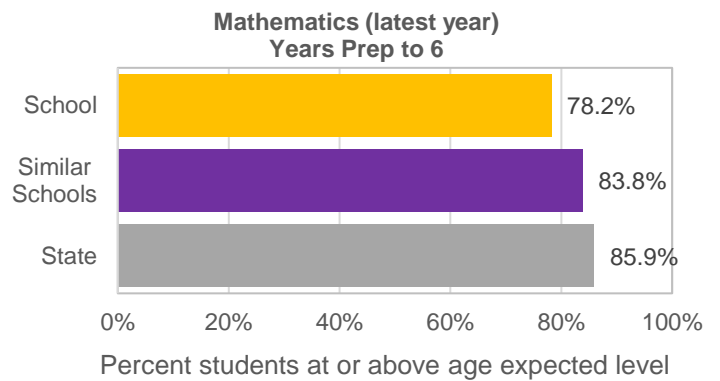
78.2%

Similar Schools average:

83.8%

State average:

85.9%



LEARNING (continued)

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.

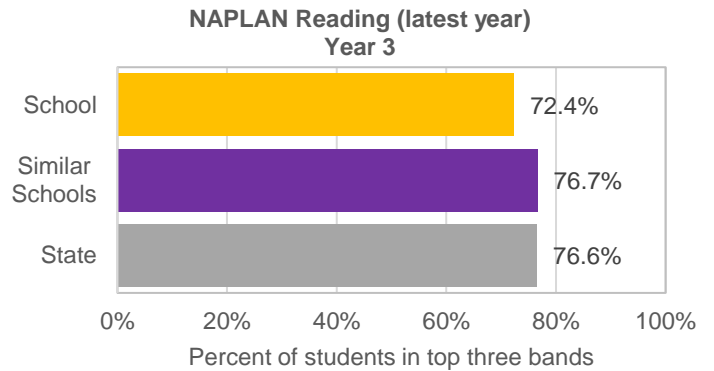
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

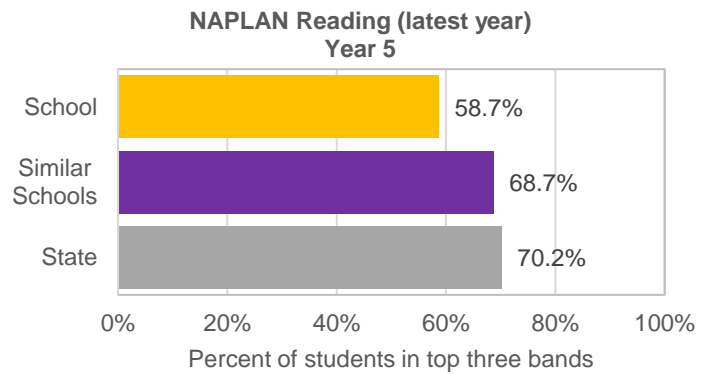
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.4%	70.5%
Similar Schools average:	76.7%	76.0%
State average:	76.6%	76.6%



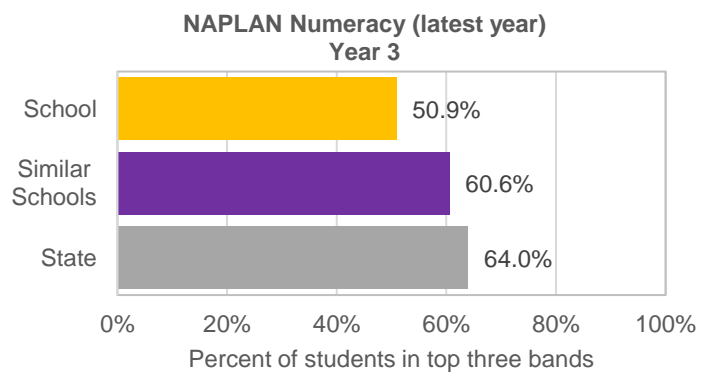
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.7%	58.0%
Similar Schools average:	68.7%	67.6%
State average:	70.2%	69.5%



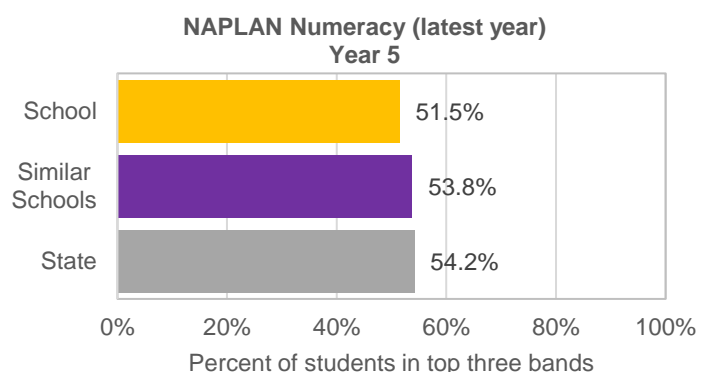
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.9%	51.9%
Similar Schools average:	60.6%	63.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.5%	50.5%
Similar Schools average:	53.8%	57.5%
State average:	54.2%	58.8%



WELLBEING

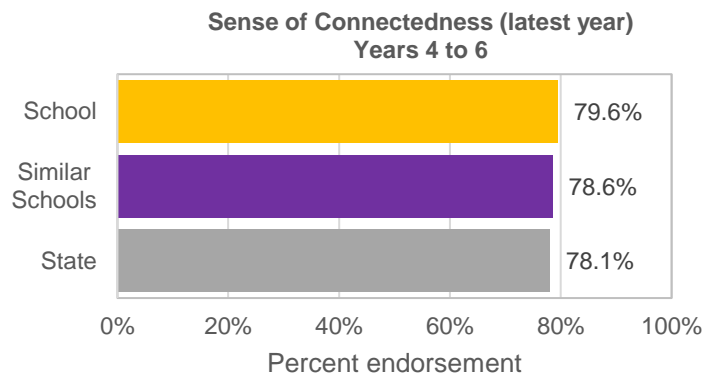
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.6%	80.8%
Similar Schools average:	78.6%	80.6%
State average:	78.1%	79.5%

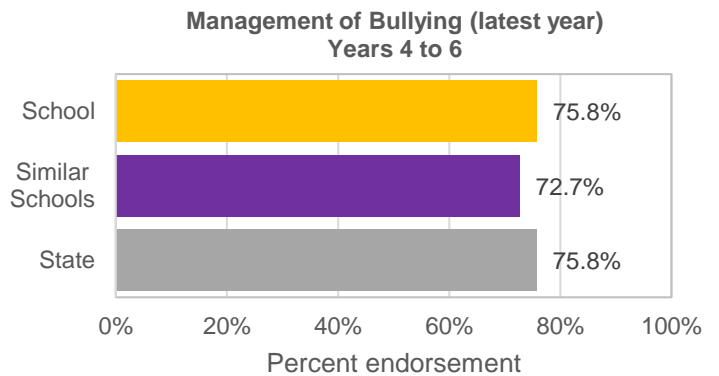


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.8%	78.1%
Similar Schools average:	72.7%	76.0%
State average:	75.8%	78.3%



ENGAGEMENT

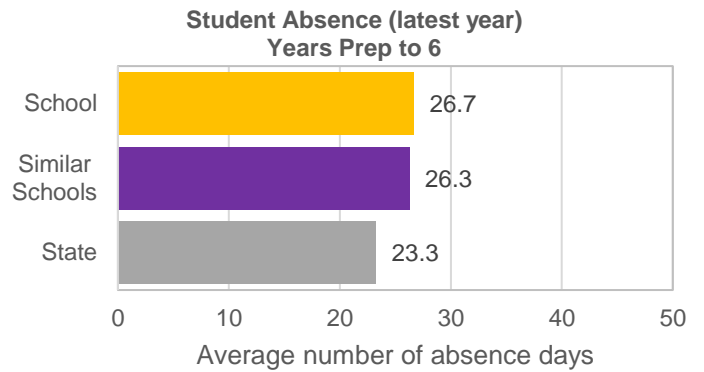
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.7	19.4
Similar Schools average:	26.3	19.1
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	83%	88%	87%	86%	87%	88%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$13,512,692
Government Provided DET Grants	\$890,980
Government Grants Commonwealth	\$16,205
Government Grants State	\$0
Revenue Other	\$40,625
Locally Raised Funds	\$357,228
Capital Grants	\$25,000
Total Operating Revenue	\$14,842,730

Equity ¹	Actual
Equity (Social Disadvantage)	\$208,400
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$208,400

Expenditure	Actual
Student Resource Package ²	\$9,976,994
Adjustments	\$0
Books & Publications	\$20,416
Camps/Excursions/Activities	\$119,686
Communication Costs	\$8,885
Consumables	\$132,326
Miscellaneous Expense ³	\$18,253
Professional Development	\$82,113
Equipment/Maintenance/Hire	\$154,926
Property Services	\$115,846
Salaries & Allowances ⁴	\$122,058
Support Services	\$170,396
Trading & Fundraising	\$25,349
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$103,675
Total Operating Expenditure	\$11,050,925
Net Operating Surplus/-Deficit	\$3,766,805
Asset Acquisitions	\$244,817

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$624,767
Official Account	\$58,915
Other Accounts	\$0
Total Funds Available	\$683,682

Financial Commitments	Actual
Operating Reserve	\$171,946
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$900
School Based Programs	\$9,823
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$182,669

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.