

# 2024 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 27 March 2025 at 08:13 AM by Michelle Nunn (Principal)

- As executive officer of the school council, I attest that this 2024 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 08 May 2025 at 12:51 PM by Cameron Traill (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## 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 northwest suburb of Craigieburn with 1191 students. 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 2024 there was a total of 139 staff. Of this number, 82 were teaching staff including 4 Principal Class Officers and 53 Education Support staff.

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 0.350.

Newbury Primary School has an EAL population of 71% with 37 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 2024 we implemented new instructional models centred on the Science of Learning and the Science of Reading. Staff were provided with extensive professional learning and participated in design sprints to build their knowledge. 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

In 2024 our key action from the Annual Implementation Plan was to embed the school's teaching and learning framework across all areas of the curriculum and strengthen assessment practices to

inform the learning needs of each student. To support these key actions the following was implemented:

- Implementation of new curriculum models in English and Mathematics. These instructional models focus upon three key components: revise, learn and apply.
- Professional learning centred on the Science of Learning, including direct instruction and cognitive load theory, and the Science of Reading.
- Support from Learning Specialists and Leading Teachers to model and assist in the implementation of the new curriculum models
- Continued implementation of the design sprint model, using the Professional Learning Communities framework, to inquire into aspects of the new English and Mathematics instructional models and how they impact student learning.
- Implementation of a revised moderation framework for assessment tasks
- Evidence based assessment tasks refined and implemented

In 2024 71% of students experienced medium to high growth in NAPLAN reading from Years 3 to 5.

In 2024 82% of students experienced medium to high growth in NAPLAN numeracy from Years 3 to 5.

During the 2025 school year our English and Mathematics instructional models and associated processes will continued to be refined with an emphasis upon Tier 2 targeted interventions.

## Wellbeing

In 2024 our key action from the Annual Implementation Plan was to embed a whole school approach for student voice and learner agency across all areas of learning and wellbeing and to strengthen school and family partnerships.

To support these key actions the following was implemented:

- Professional learning based on student voice and learner agency. These were completed at whole school professional learning sessions and in learning community cohort planning sessions.
- Student voice and learner agency action plan developed and began to be implemented.
- Staff shown what student voice and agency is and how it impacts student learning and wellbeing.
- Staff are providing students with more opportunities to increase their voice and agency in their learning.
- Student action groups were developed and implemented regarding different areas of the school.
- Student empowerment leaders were given more opportunity to be involved in decision making across the school in different areas.

- Developed and implemented how Respectful Relationships ambassadors would work throughout the school.
- Increased student voice and agency in play preparation and community clubs.
- Increased opportunities for parents and carers to volunteer in different aspects of school, inside and outside the classroom.
- Increased opportunities for parents and carers to be involved in whole school activities, such as Harmony Day, open afternoons and picnics.

In 2024 58% of students reflected a positive student responses in student voice and agency.

In 2024 there was a 59% of positive parent participation and involvement in the parent opinion survey.

## Engagement

In 2024 our attendance data indicates that 20% of our school population had 95% or high attendance, with absences slightly lower to that of similar schools and the network. Our 2024 attendance rate overall from years prep to six was 88% which is a decrease of 1% from the previous year. 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. We continued to implement our attendance group process based on the department's truancy resources embedded with Travencore's "Understanding and responding to school refusal and avoidance'. In these attendance meetings we use our school attendance data to determine the top 5% of chronic absences. A parent meeting is held to outline the social, emotional and academic impacts on their child. A formal re-engagement plan is devised and monitored with four-week intervals. These plans are recorded on our system, discussed within the wellbeing weekly meetings to determine if extra supports are needed for students and their families.

## Other highlights from the school year

In 2024 Newbury Primary School ran a wide range of events aimed at reconnecting students, teachers and families. These included:

Extended excursions in Years 3-6, excursions and incursions for all year levels, including, but not limited to: the beach, craft power toy incursion, Science Works, Bundoora Farm, Edendale Farm, Wildlife incursion and the MCG city excursion.

We held a Prep Breakfast, Year 1 Afternoon Tea and Year 2 Dinner.

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 Play Support activities, as well as Community Companions and community building within learning communities.

We ran parent information sessions and had parent volunteers.

We continued The Work Shed each term where students would collectively make different things for our school, a highlight was the soccer goals being built by students.

We continued to develop our kitchen garden program, growing vegetables from seeds in the green house, planting the vegetables in our vegetable garden and then using these in our cooking kitchen program through our science lessons. This also led to an after school Farmer's Market which was a great success.

We had different groups of students from years four to six visit different kinder groups, as well as visiting our senior citizens. This was a very popular weekly event which resulted in relationships developing between the elderly citizens and our students.

We celebrated many days as whole school events as well as in class and cohort level celebrations which include but are not limited to, Day for Daniel, Cultural day, dress up days raising money for different organisations, Book Week, Education week, Science week, Harmony Day, Refugee week and Footy day. A highlight being a student versus teacher basketball game.

## Financial performance

Newbury Primary School operated at a surplus during 2024. This was due to an increase in stable enrolment numbers and not being able to fully staff the school as we would have liked due to a being unable to secure enough teaching staff. Newbury Primary School has continued to make improvements to our facilities and grounds including additional landscaping to create more passive and play areas, planting additional garden beds to improve the look of the school grounds, purchasing additional resources to support teaching, learning and wellbeing. 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.

## 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 1,191 students were enrolled at this school in 2024, 558 female and 633 male.

71 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).

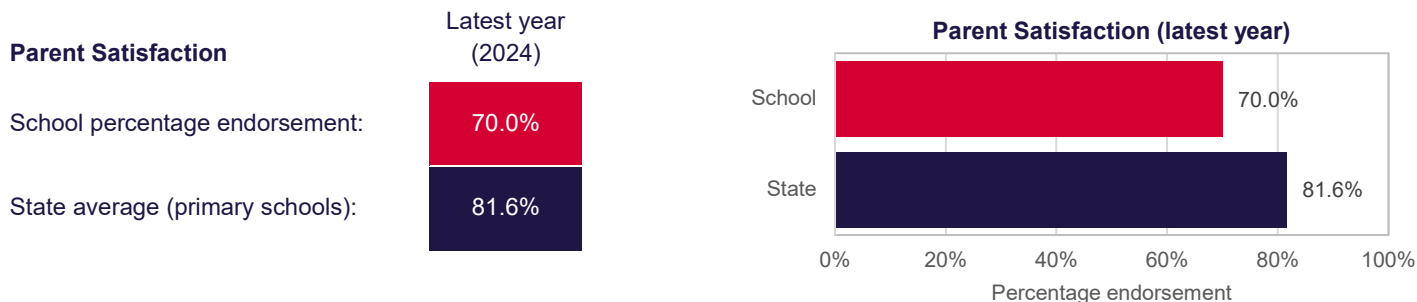
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

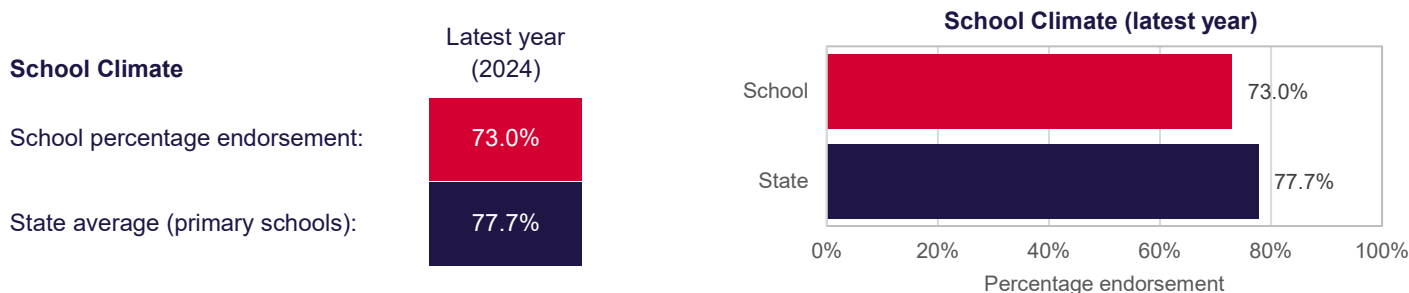


### School Staff Survey

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 against the Victorian Curriculum**

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

**English  
Years Prep to 6**

Latest year  
(2024)

School percentage of students at or above age expected standards:

79.1%

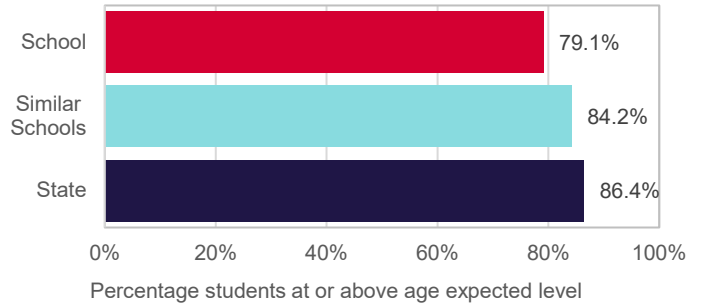
Similar Schools average:

84.2%

State average:

86.4%

**English (latest year)  
Years Prep to 6**



**Mathematics  
Years Prep to 6**

Latest year  
(2024)

School percentage of students at or above age expected standards:

79.0%

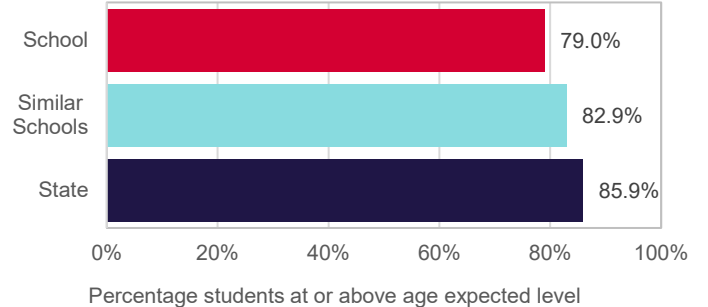
Similar Schools average:

82.9%

State average:

85.9%

**Mathematics (latest year)  
Years Prep to 6**



## 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.

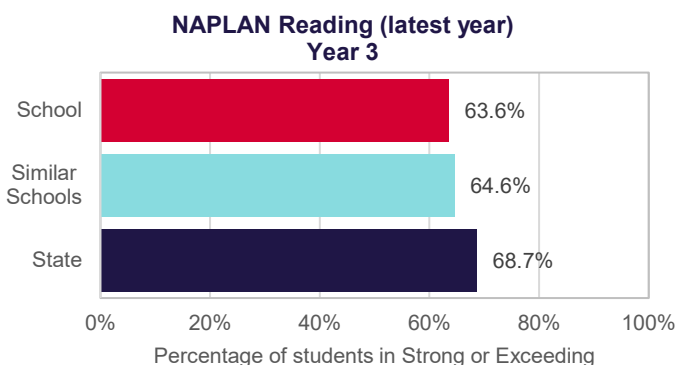
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

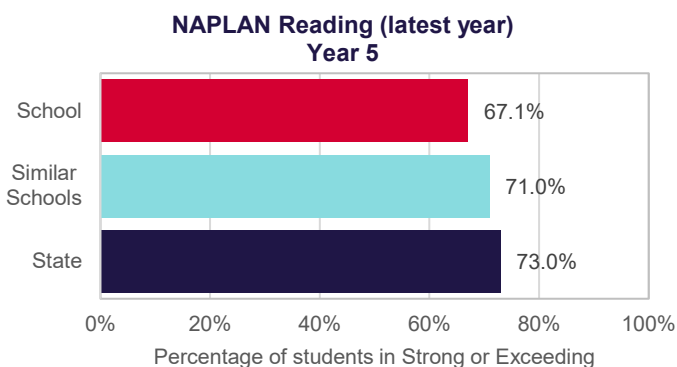
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.6%	62.3%
Similar Schools average:	64.6%	64.9%
State average:	68.7%	69.2%



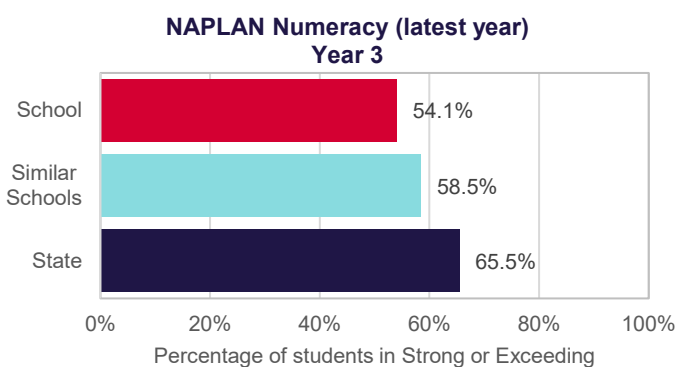
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.1%	66.9%
Similar Schools average:	71.0%	72.9%
State average:	73.0%	75.0%



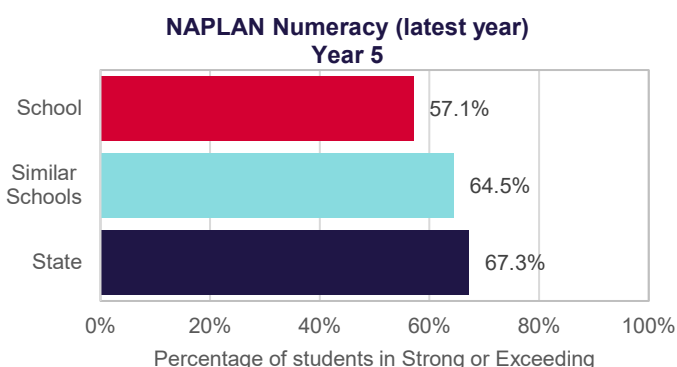
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.1%	52.3%
Similar Schools average:	58.5%	59.8%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.1%	58.6%
Similar Schools average:	64.5%	64.6%
State average:	67.3%	67.6%



## 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 2022

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

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

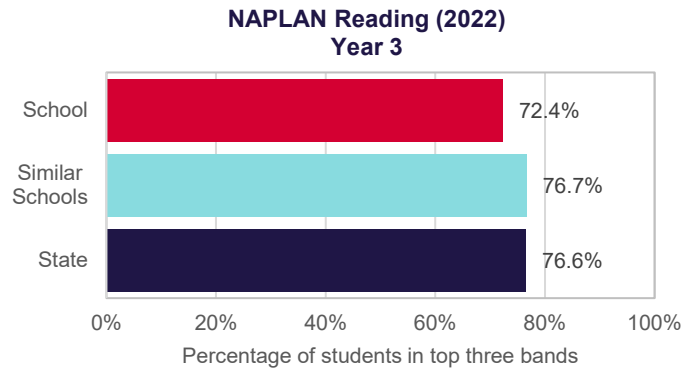
72.4%

Similar Schools average:

76.7%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

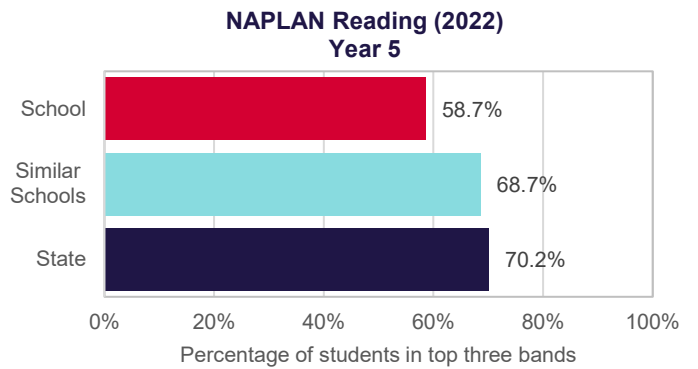
58.7%

Similar Schools average:

68.7%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

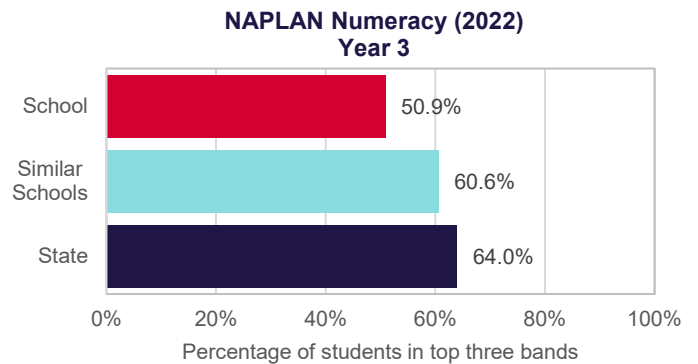
50.9%

Similar Schools average:

60.6%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

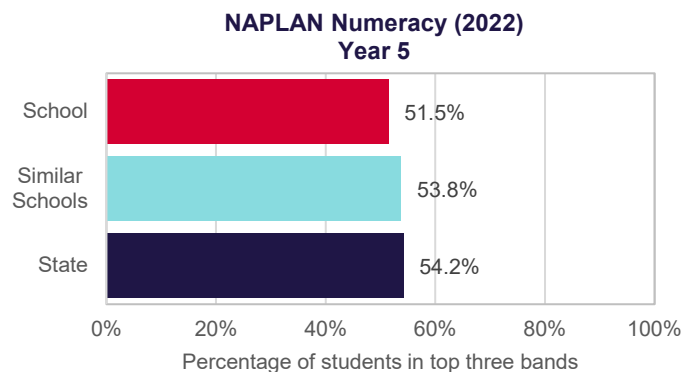
51.5%

Similar Schools average:

53.8%

State average:

54.2%



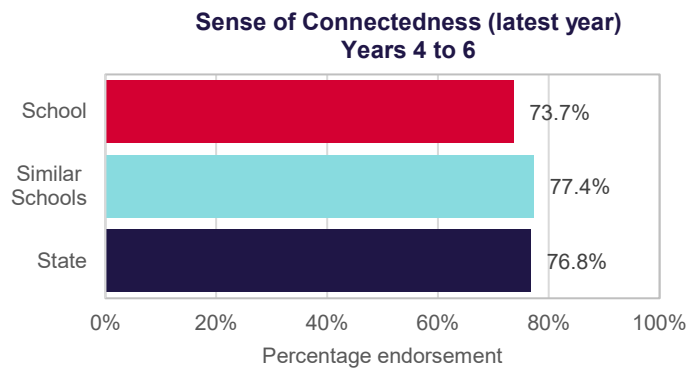
## WELLBEING

**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 percentage 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).

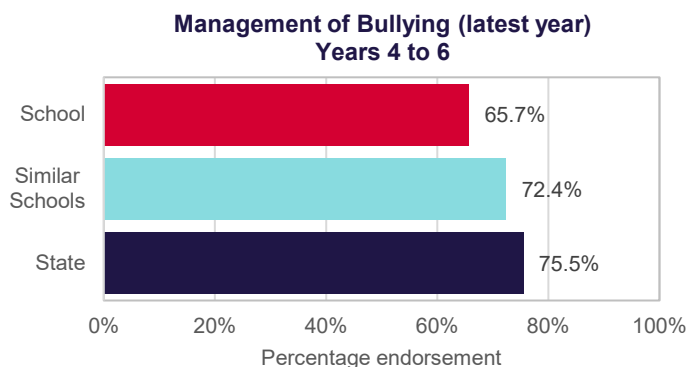
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	73.7%	78.1%
Similar Schools average:	77.4%	78.8%
State average:	76.8%	77.9%



### Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	65.7%	71.9%
Similar Schools average:	72.4%	73.7%
State average:	75.5%	76.3%



## ENGAGEMENT

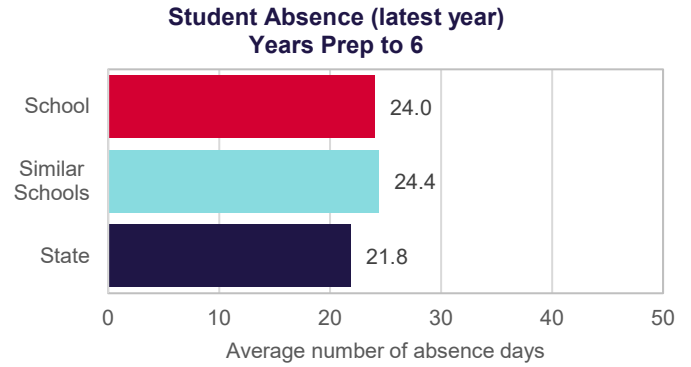
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2024)	4-year average
School average number of absence days:	24.0	21.8
Similar Schools average:	24.4	22.8
State average:	21.8	20.1



### 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 (2024):	89%	86%	86%	88%	89%	88%	89%



# Financial Performance and Position

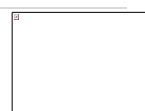
## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$12,776,379
Government Provided DET Grants	\$3,068,875
Government Grants Commonwealth	\$15,357
Government Grants State	\$0
Revenue Other	\$86,678
Locally Raised Funds	\$335,096
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$16,282,385</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$226,980
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$226,980</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$12,316,691
Adjustments	\$0
Books & Publications	\$5,497
Camps/Excursions/Activities	\$131,418
Communication Costs	\$9,204
Consumables	\$196,792
Miscellaneous Expense <sup>3</sup>	\$124,504
Professional Development	\$65,439
Equipment/Maintenance/Hire	\$199,278
Property Services	\$204,418
Salaries & Allowances <sup>4</sup>	\$85,740
Support Services	\$334,049
Trading & Fundraising	\$33,882
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$98,799
<b>Total Operating Expenditure</b>	<b>\$13,805,710</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,476,675</b>
<b>Asset Acquisitions</b>	<b>\$1,044,154</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 17 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,416,021
Official Account	\$42,054
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,458,075</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$248,170
Other Recurrent Expenditure	\$450
Provision Accounts	\$0
Funds Received in Advance	\$900
School Based Programs	\$0
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
<b>Total Financial Commitments</b>	<b>\$249,520</b>

*All funds received from the Department of Education, 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.*

