

2021 Annual Report to The School Community



School Name: Newington Primary School (2103)



- 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 2021 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 20 April 2022 at 09:38 PM by Sam Streeter (Principal)

- This 2021 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 04 May 2022 at 01:45 PM by Belinda Collihole (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

Newington Primary School strives to develop active, global citizens who have the confidence, empathy and resilience to make a positive difference in our world. We empower students to be creative and critical thinkers, who collaborate with others. We engage in challenging, concept-driven, inquiry learning that promotes learner agency.

In 2021 Newington Primary school had an enrolment of 319 students, that were broken into fourteen learning classes from Foundation to Year Six. Forty four staff made up the workforce at Newington Primary School, comprising of principal class, classroom and specialist teachers, classroom support staff, administration office staff and wellbeing support staff.

The School's vision 'Inspire, Inquire, Grow' is reflected in all teaching approaches, designed to involve students as active participants and co-constructors of their learning. Newington Primary School continued to offer a comprehensive curriculum in all learning areas and capabilities, with a high emphasis placed on developing student knowledge and skills in Literacy, Numeracy and Inquiry Learning. The school is an accredited International Baccalaureate School where the Primary Year Program (PYP) is embedded into the everyday teaching of each lesson. The school's values are based on the PYP learner profile, which includes- inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, courageous, balanced and reflective. Newington Primary School provides each individual student optimum opportunities to be flexible, organised and confident in themselves as learners. The school's commitment to the development of the whole child underpins its extensive specialist program including: Visual Arts, Physical Education, Music, The Sustainable Gardening Kitchen and Japanese. 2021 saw the introduction of the Tutor Learning Initiative (TLI) which was conducted throughout the school (Years 1 - 6) from Terms 1 to 4.

Covid-19 had an impact on Community Engagement throughout 2021. We continued to build strong learning partnerships between school, home and the community with the use of online digital platforms. When opportunities arose for face-to-face gatherings, we were able to hold a couple of events, for example the Easter Picnic.

Framework for Improving Student Outcomes (FISO)

Learning and Wellbeing both took on a central focus in the 2021 Newington Primary School Annual Implementation Plan with the dimensions Curriculum Planning and Assessment, Health and Wellbeing, and Building Communities each having an individualized focus that aligned with the priorities of the Department of Education and the school's current Strategic Plan.

While 2021 was disrupted due to the continuation of the pandemic, gains were made in a number of areas. Partnerships with families were strengthened through regular communication and monitoring of student progress. The Resilience Project was an established part of our curriculum, with significant positive impact upon the school community. The school also continued the process of embedding the International Baccalaureate Primary Years Program (PYP). The Program of Inquiry has been reviewed and informed by ongoing professional learning. Teacher capability has been built through weekly collaborative planning sessions that enable consistent approaches and shared school wide practices.

Building excellence in teaching and learning while enhancing a positive climate for learning was a focus when teachers continued to meet each week remotely in their small teams, and focused upon curriculum, sharing remote teaching and learning strategies and supporting one another. Inquiry cycles were adapted to allow the school to move forward, maintaining a strong focus on teacher collaboration, curriculum planning, embedding inquiry learning, and increased communication with our school community.

Teachers were also focusing upon building student agency, connection and engagement. Opportunities for student agency were provided with students contributing to curriculum design and assessment. Inquiry learning was

strengthened by the implementation of the students' inquiry learning journey. Our teachers focused on the design of more academically rigorous and engaging units of inquiry, that offered opportunities for increased student agency.

Achievement

While 2021 presented many challenges, teaching staff continued to provide high quality teaching to each student and the level of staff engagement was commendable, with leadership supporting and empowering staff to do their job effectively. Newington's positive and engaging learning environment focused on improved student and teacher learning through setting high expectations for staff, students and the school community. PLCs continued to operate throughout 2021 with teachers striving to improve instruction in all areas so student learning outcomes could be achieved.

Throughout 2021 professional learning was adapted to meet the emerging needs of learners and remote learning. During remote learning teachers' feedback practices were refined. Remote learning provided challenges, however WebEx and Seesaw were used as digital platforms to explicitly teach students, provide learning goals and conduct assessments. Teaching practices were regularly reviewed as teachers developed inventive approaches to teaching at the point of need. In 2021 we focused on improving the reliability of teacher judgement data, moving away from them being too low, to the data being more consistent with similar schools and state average. Achievement results indicate that 86.8% of students were marked at or above expected level in English and 85.3% were marked at or above level in Mathematics, both of which are above similar school and state average.

NAPLAN results show that in Year 3 Reading (64.4%) and Year 3 Numeracy (54.5%) the number of students in the top three bands are below that of similar schools and the state average for 2021 and for the 4 year average, although slightly higher than the four year average for similar schools in numeracy. Year 5 Reading (61.5%) and Year 5 Numeracy (55.0%) results saw Newington slightly above similar schools but below the state average in regards to the number of students in the top three bands. NAPLAN Learning Gains also indicate that in comparison to similar schools Newington's high learning gain results were above in both Numeracy and Spelling. It was a wonderful achievement to see 32% of students in year 5 make high learning gains in numeracy according to the NAPLAN results overall. Unfortunately the areas of reading, writing and grammar saw the student high learning gains fall below that of similar schools. In reading 14% of the students made high learning gains compared to the similar school averaging 19%.

The tutoring initiative also took place throughout terms 1-4 supporting targeted students in achieving set literacy goals in reading and further enhancing classroom instruction. Newington Primary School further partnered with the DSSI teaching partner program to assist staff and students in fine tuning teacher practice in Literacy with the guidance of data to be able to teach at point of need, providing more opportunities for students to meet their desired goals and outcomes where possible.

Engagement

At Newington Primary School we continue to be very proud of the way in which our school has adopted a community focus and actively places our students at the heart of all opportunities. In 2021, our diverse range of stimulating and engaging learning programs continued to be virtual (when required) to support the needs of our families during remote learning. Staff continued to strive to ensure that our learning environment catered for individual needs incorporating student interests, acknowledging learning preferences and fostering positive relationships.

While the unpredictability whether we would be in remote learning or onsite each week was challenging, our school community coped very well, maintaining partnerships between parents, staff and students so that all stakeholders felt valued and included. Opportunities for students to connect with each other virtually was provided through the digital platforms WebEx and Seesaw. The school maintained engagement with all students during remote learning through follow up phone calls, Seesaw messaging and WebEx classroom sessions. Teachers completed weekly participation reports so that the engagement of all students could be tracked. We continued to identify vulnerable students and those at risk, who were supported by our Wellbeing Team. Our onsite learning program supported the children of emergency workers and also those in need of learning support.

The school implemented staffing roles based around ongoing engagement for students. A Wellbeing Support Worker was employed 4 days a week to assist students in settling back into onsite learning and other wellbeing concerns. A part-time Attendance Officer was employed to monitor and communicate with families around absenteeism. In 2021 the student absenteeism average was 16.9 days absent for each student from Foundation to Year Six, which is below that of similar schools but above the state average. The year Six cohort had an attendance rate of 88% for 2021 which was the lowest of all cohorts. Engagement of these students and the rest of the school was a focus of both the wellbeing support worker and the attendance officer through their work with teachers and leadership. As a school Newington recognizes that partnerships between parents, staff and students ensure a supportive learning environment in which all children are valued, respected and engaged.

Wellbeing

Newington Primary School strives to provide an inclusive, positive and respectful environment for all students. Our curriculum is designed to be engaging, relevant and significant, motivating children to learn and catering for a variety of learning needs. In line with the AIP, the profile of student wellbeing was a priority during 2021. Social and emotional learning continued to be a focus alongside the Resilience Project curriculum. Relationships and communication with families were enhanced through the use of Seesaw, as a home learning tool.

Our Wellbeing Team worked closely with SSS staff to support student wellbeing through individual and small group targeted programs and referral to external support agencies. Wellbeing support staff were employed by the school to provide students and families with guidance and support in a range of areas. Our wellbeing team met regularly to discuss options for student support as well as provide pro-active strategies to increase student wellbeing. Supports were adapted to assist students during home learning and transitioning back to school. The Wellbeing Support Worker was an instrumental part of this process as well.

Data from the Students Attitudes to School Survey shows that 78.5% of students from years 4-6 feel connected to our school. This is below the state average for 2021 but above similar schools. In regards to the 4 year average the students sense of connectedness is 82.7% which is above both the state average and similar schools. The data from the survey also indicated that 81.3% of students feel that bullying is managed well in the school which is above both the state average and similar schools. This is for both the 4 year average and the data of 2021.

The Resilience Project was embedded across the school with professional learning for staff. The program was successfully adapted for remote learning, with feedback suggesting many positive outcomes in terms of strategies and support for families in a time of great need. While Seesaw was the school's prime digital platform, class WebEx meetings were maintained to enhance students' connections with their peers. Upon returning to on-site learning, wellbeing programs such as Breakfast Club and Lunchtime Clubs aimed to engage students back into the school environment.

A modified Foundation transition program included small groups of students visiting the school, an online information evening for parents and carers with ready and easy access to personnel and information via Seesaw and phone calls. Feedback indicated that this multi faceted approach eased the pressures of starting the school year for the first time, and particularly within the context of the restrictions imposed due to the pandemic.

Finance performance and position

Through careful consideration of budget requirements and workforce planning, we successfully brought an operating surplus forward from 2021 to 2022. This ensures that we are able to direct the financial requirements of the school to maximise benefits for students in the areas of achievement, engagement and wellbeing.

In 2021 the school received a substantial amount of equity funding of \$312,193.00. The provision of equity funding, enabled the school to be able to continue to focus on student wellbeing and learning through professional learning for staff, updating resources and programs to best meet student needs, and the employment of staff.

Tutoring funding through the DET initiative allowed the school the opportunity to employ staff from terms 1-4 to successfully implement the program following the CVOID pandemic.

Improvements in learning facilities and resources, and the upgrade of school play areas and grounds continued with an application being successful for a grant to have shade sails installed that is to take place in 2022.

The school is in a sound position to provide the students and staff of Newington Primary School with the resources and facilities to enable them to meet the school's aims and goals in 2022.

For more detailed information regarding our school please visit our website at
<http://www.urquhartps.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.

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 319 students were enrolled at this school in 2021, 161 female and 158 male.

2 percent of students had English as an additional language and 4 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).

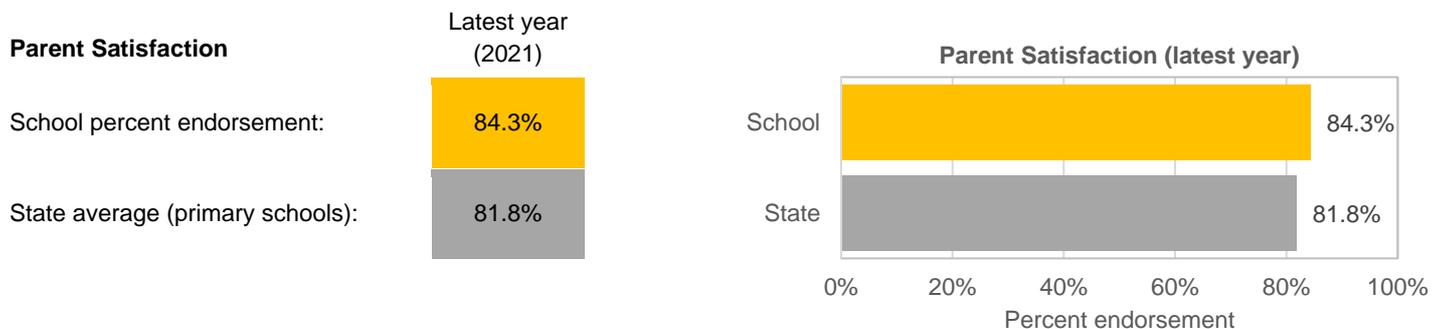
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

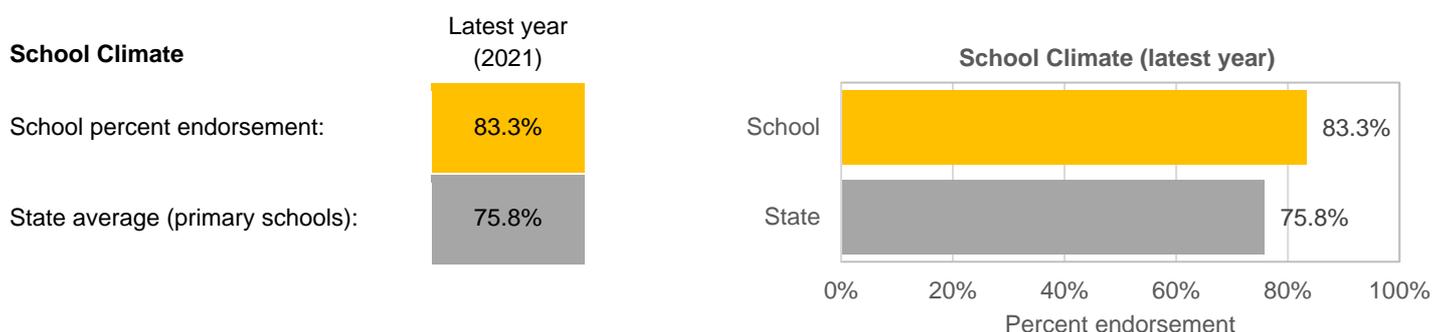


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

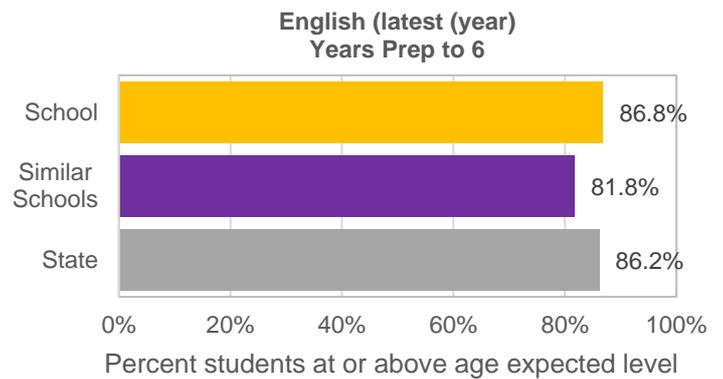
86.8%

Similar Schools average:

81.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

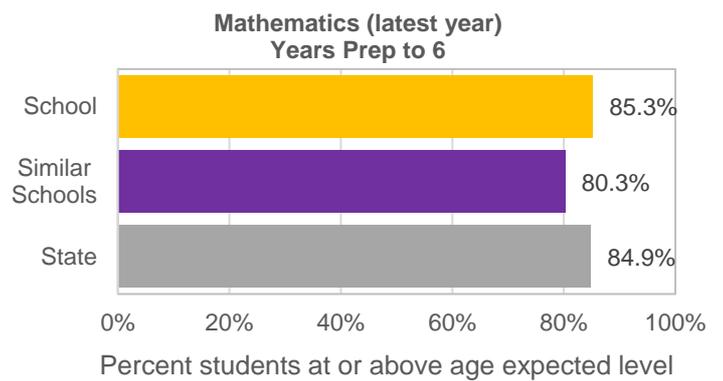
85.3%

Similar Schools average:

80.3%

State average:

84.9%



ACHIEVEMENT (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.

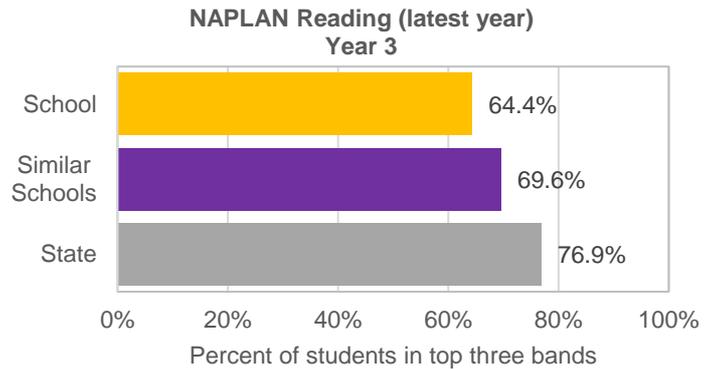
NAPLAN

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 2018, 2019 and 2021 data.

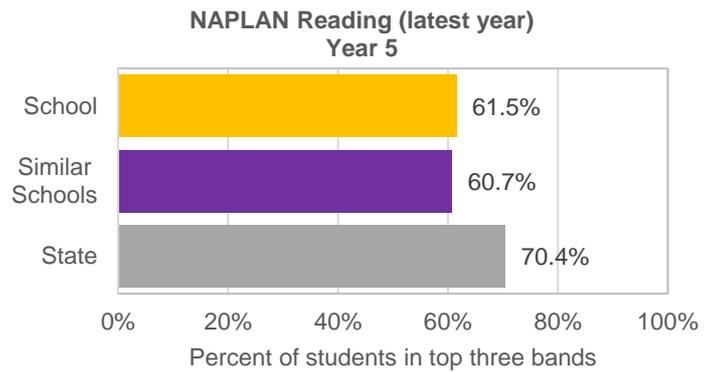
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.4%	68.5%
Similar Schools average:	69.6%	69.9%
State average:	76.9%	76.5%



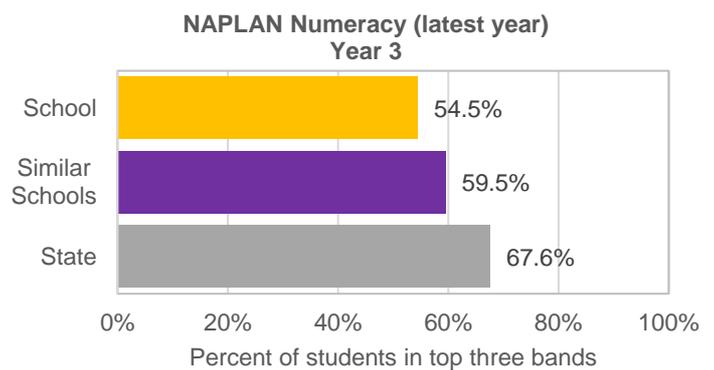
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.5%	55.2%
Similar Schools average:	60.7%	60.5%
State average:	70.4%	67.7%



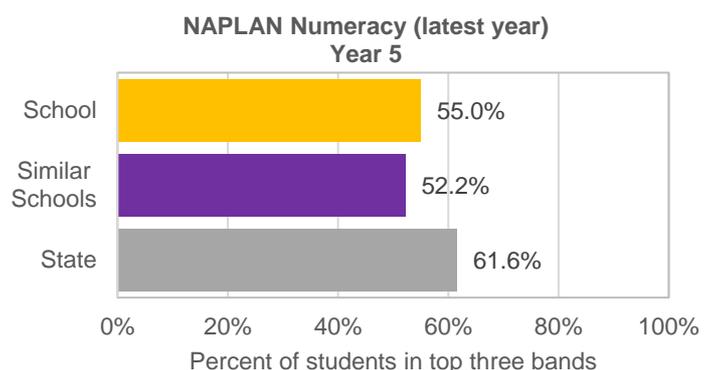
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.5%	63.0%
Similar Schools average:	59.5%	61.5%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.0%	48.9%
Similar Schools average:	52.2%	50.5%
State average:	61.6%	60.0%



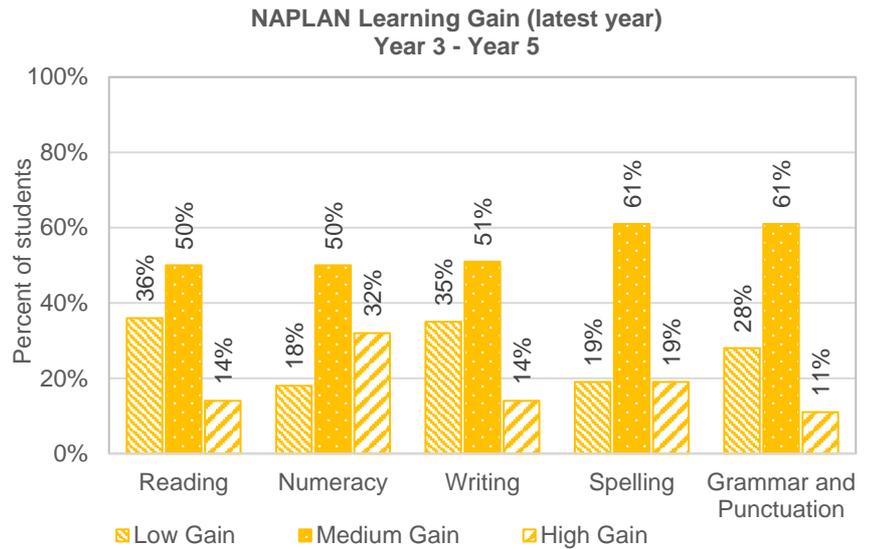
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	36%	50%	14%	19%
Numeracy:	18%	50%	32%	20%
Writing:	35%	51%	14%	19%
Spelling:	19%	61%	19%	17%
Grammar and Punctuation:	28%	61%	11%	18%



ENGAGEMENT

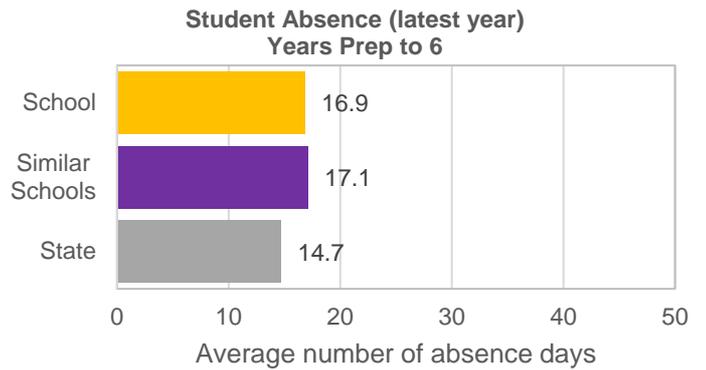
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.9	16.0
Similar Schools average:	17.1	16.6
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	94%	92%	93%	90%	94%	88%

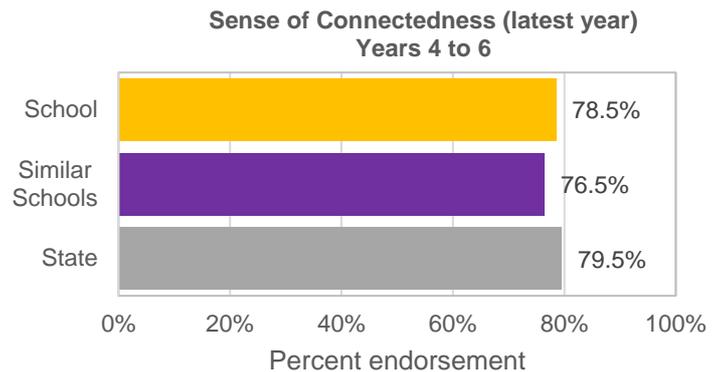
WELLBEING

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 (2021)	4-year average
School percent endorsement:	78.5%	82.7%
Similar Schools average:	76.5%	78.6%
State average:	79.5%	80.4%

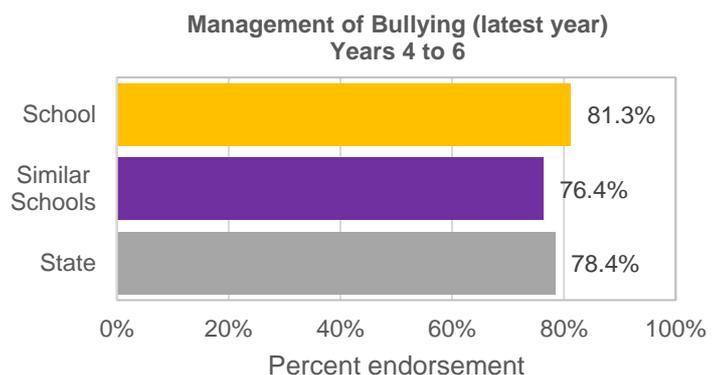


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.3%	83.1%
Similar Schools average:	76.4%	78.6%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$3,005,866
Government Provided DET Grants	\$498,780
Government Grants Commonwealth	\$11,678
Government Grants State	\$0
Revenue Other	\$16,839
Locally Raised Funds	\$155,058
Capital Grants	\$0
Total Operating Revenue	\$3,688,220

Equity ¹	Actual
Equity (Social Disadvantage)	\$312,193
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$312,193

Expenditure	Actual
Student Resource Package ²	\$2,930,436
Adjustments	\$0
Books & Publications	\$1,403
Camps/Excursions/Activities	\$82,136
Communication Costs	\$8,299
Consumables	\$35,142
Miscellaneous Expense ³	\$21,786
Professional Development	\$5,294
Equipment/Maintenance/Hire	\$72,922
Property Services	\$124,206
Salaries & Allowances ⁴	\$82,723
Support Services	\$38,752
Trading & Fundraising	\$37,250
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,111
Total Operating Expenditure	\$3,469,462
Net Operating Surplus/-Deficit	\$218,758
Asset Acquisitions	\$15,399

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$526,724
Official Account	\$3,855
Other Accounts	\$0
Total Funds Available	\$530,579

Financial Commitments	Actual
Operating Reserve	\$87,033
Other Recurrent Expenditure	\$18,635
Provision Accounts	\$0
Funds Received in Advance	\$45,900
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	\$25,000
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	\$176,568

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.