

2017 Annual Report to the School Community

School Name: Newmerella Primary School

School Number: 2930



Newmerella Primary School 2017



Principal: Stephen Mathers







About Our School

School Context

OUR PURPOSE

To inspire children to achieve to their full potential and make a positive contribution to the local and global community through:

- Positive, respectful **relationships** between students, staff, parents and the wider community
- A **culture** of performance development, focused on effort and continuous improvement and children's safety and protection
- A safe, welcoming, caring, stimulating and happy **learning environment** that fosters high standards of achievement and behaviour to be curious, independent, collaborative, persistent, adaptive and resilient life-long learners.
- A challenging and engaging **curriculum** appropriate to the needs and interests of all students
- Highly effective and purposeful **teaching and learning** that explicitly caters for all individual needs and thinking
- A commitment by all in our school community to child safety and protection and the **values** of Caring, Honesty, Excellence and Learning

Social – Community and Demographics

- Newmerella Primary School is a small rural school located 50m on the southern side of the Princes Highway 3km west of Orbost and 50km east of Lakes Entrance.
- Enrolments have shown an upward trend increasing from 55 students in 2008 to 96 in 2017.
- District is in economic decline with declining birth rates and enrolments at all other schools in Far East Gippsland
- 21% of enrolments transferred into our school from other schools.
- Approximately 37% of students travelled to school by bus along three bus routes. Approximately 50% were driven to school from in and around Orbost. The remaining 13% students live in and around Newmerella.
- Student population in 2017 was 96
- There were 16 Koorie students
- SFO density is trending upwards from 0.51 in 2011 to 0.56 in 2017
- 2 children were PSD funded
- The school was structured into 5 classroom groups with 6 classroom teachers, specialist teachers for Music, Science, Mandarin and Health, Sport and Physical Education. School Principal, 3 teacher aides, and 1 office manager
- There is rigorous recording and follow of student non-attendance. There is an explicit expectation that-
 - All children are required to attend school on time, all day, every-day except for medical reasons or pressing family need.
 - Parents to notify school by 9:30am if children are absent otherwise school will contact or visit home.
 - School will provide the necessary support required for all children to attend school.

Educational

- Transition to new Victorian curriculum
- Performance Development is focussed on building teacher capacity around:
 - Highly Effective Learning Procedures (HELPS) (John Munro)
 - Powerful Learning (Wayne Craig)
 - Writing improvement strategies (VCOP Big Write)
 - School Wide Positive Behaviour Support (PBS)

Technological

- Electronic whiteboards and Smart Screens in all classrooms and science/technology room.
- Classrooms equipped with a combination of iPad computers at a rate of 1:1

Environmental

- Five classrooms with adjoining teacher office/withdrawal area and open learning area
- School library
- School hall and multipurpose learning area /0-5yrs resource room
- Art shed, a sports and camping equipment shed and a gardening/ tool-shed
- School oval, synthetic grass courts and 3 adventure playgrounds
- One vegetable garden, sweetcorn crop, chook pen and rabbit pen
- Bike shed
- Native vegetation plantation

Framework for Improving Student Outcomes (FISO)



Achievement

Teacher judgement results for Prep to Year 6 students in English and Mathematics are similar to that as predicted for all Victorian Government schools with a similar family background. NAPLAN results are similar to all Victorian Government Schools for student learning in Reading and Numeracy except for Year 5 Reading over the 4 year average which is higher. Naplan Learning Gain from Year 3 to Year 5 results clearly indicate that student out comes in writing is still an improvement focus area for our school.

Improvement of Literacy and Numeracy continued as a priority in 2017. Our school is working closely with staff to implement VCOP/Big Write writing and Powerful Learning strategies and developing an explicit school instructional model. In 2017 we successfully implemented of the new Victorian Curriculum.

Planning for student learning is informed by a rigorous assessment program and ongoing data analysis. A tracking tool is to be updated to track individual student progress throughout their primary schooling at Newmerella.

Individual learning is customised to meet student needs and includes reading intervention and support from teacher aides.

Engagement

Our students have a similar attendance record to other Victorian Government schools after accounting for background characteristics. Results for the Student Attitudes to School Survey completed by Year 5 and 6 students are similar as predicted, given the family background of our students. The survey includes questions about students' engagement and enjoyment of school

Student engagement and wellbeing is enhanced by opportunities for student leadership, goal setting and teamwork. Teachers include students in negotiating curriculum that caters for their needs and interests.

Student behaviour is managed in the context of our school values based on the School Wide Positive Behaviour Support framework as well as building authentic relationships and setting explicit expectations.

Staff and students work together to monitor and further develop strategies that enhance our school environment. Some of these include reading raffles, positive behaviour awards, free fruit, breakfast program, native vegetation plantation, buddies and student leadership programs, poultry, pet rabbit and guinea-pig and vegetable growing.

We offer an extensive extracurricular program that includes thematic days, bicycle education, camps and excursions, sports, arts, instrumental music and drama programs.

Wellbeing

Newmerella Primary school runs a comprehensive student transition program. Throughout the year an Early Year's program is provided for Pre-school children and their parents to visit our school weekly. This allows both children and parents to become familiar with our school and be confident members of our school community. During term 3, over a period of four weeks, Foundation Year children for the coming year, join in with classroom activities for one hour sessions. In term 4 these children are invited to come to sequential, full afternoon and full day transition. Current Foundation Year students are paired up with our senior students as part of our 'buddies' program. Our Year 6 children join children from other schools to begin their transition in secondary school in term 3 with half day, and then full day secondary school visits. This is included with a combined camp for all these children. A camps and excursions program is offered to Year 3, 4, 5 and 6 students with collaborative learning projects focussed around these activities.

Students are provided with a seamless transition between classrooms and we support the enrolment of new students through a range of strategies and processes.



For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 92 students were enrolled at this school in 2017.</p> <p>0 percent were EAL (English as an Additional Language) students and 16 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>90%</td> <td></td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>45%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>50%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>55%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>9%</td> <td>64%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	10%	90%		Numeracy	18%	45%	36%	Writing	40%	50%	10%	Spelling	9%	55%	36%	Grammar and Punctuation	9%	64%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="555 913 1029 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>91 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	93 %	95 %	91 %	94 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	93 %	95 %	91 %	94 %	91 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

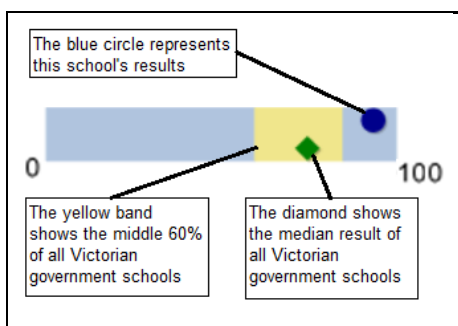
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

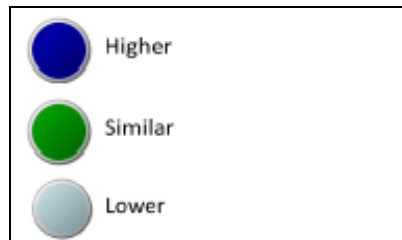


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary



Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$848,661	High Yield Investment Account	\$5,170
Government Provided DET Grants	\$196,446	Official Account	\$61,086
Revenue Other	\$21,303	Other Accounts	\$52,057
Locally Raised Funds	\$53,477	Total Funds Available	\$118,314
Total Operating Revenue	\$1,119,887		
Equity¹			
Equity (Social Disadvantage)	\$103,836		
Equity Total	\$103,836		
Expenditure		Financial Commitments	
Student Resource Package ²	\$828,361	Operating Reserve	\$41,422
Books & Publications	\$489	Asset/Equipment Replacement < 12 months	\$25,000
Communication Costs	\$4,784	Capital - Buildings/Grounds incl SMS<12 months	\$14,046
Consumables	\$40,754	Maintenance - Buildings/Grounds incl SMS<12 months	\$14,000
Miscellaneous Expense ³	\$57,265	Revenue Received in Advance	\$3,846
Professional Development	\$8,874	School Based Programs	\$20,000
Property and Equipment Services	\$109,841	Total Financial Commitments	\$118,314
Salaries & Allowances ⁴	\$61,675		
Trading & Fundraising	\$8,145		
Utilities	\$8,757		
Total Operating Expenditure	\$1,128,946		
Net Operating Surplus/-Deficit	(\$9,059)		
Asset Acquisitions	\$1,000		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.