

**2015 Annual Report to
the School Community**

**Newmerella
Primary
School**

**School
Number:
2930**



Newmerella Primary School 2016



Principal: Stephen Mathers

Name of School Principal:

Stephen Mathers

Name of School Council President:

Helen Nixon

Date of Endorsement:

10/4/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

“Cutting Pathways to Success”

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
- A 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 the **values** of Caring, Honesty, Excellence and Learning

OUR VALUES

Caring

We keep ourselves fit, healthy and safe
 We care about the feelings, health and safety of others
 We care for our own and other's property
 We encourage and support others through our teamwork and collaboration
 We care for the environment
 We seek help when required

Honesty

We communicate truthfully and openly
 We learn from and are open about our mistakes
 We listen carefully with an open mind
 We take responsibility for our behaviours and actions
 We treat people fairly and with respect

Excellence

We always persist and give our best efforts
 We set high goals and standards, encouraging challenge and feedback on our performance
 We compliment and celebrate success and achievement

Learning

We think about, review and take responsibility for our learning
 We respect other people's beliefs, cultures and differences
 We seek to understand how we learn best
 We strive to challenge ourselves and others to be curious, independent, persistent, collaborative, adaptive and resilient life-long learners.

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 97 currently in 2016.
- District is in economic decline with declining birth rates and enrolments at all other schools in Far East Gippsland
- 21% of the current enrolments have transferred into our school from other schools.
- Approximately 37% of our students travel to school by bus along three bus routes. Approximately 50% are driven to our school from in and around Orbost. The remaining 13% students live in and around Newmerella.
- Student population in 2015 was 86 comprising 41 female and 45 male students
- There are currently 18 Koorie students in our school
- SFO density is trending upwards from 0.51 in 2011 to currently 0.56 in 2016
- 3 children are PSD funded
- The school is 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

Educational

- Transition to new Victorian curriculum
- School is a member and works closely with the East Gippsland Schools' Network and the Far East Gippsland Learning Alliance (FEGLA) for performance development and resourcing
- Performance Development is focussed on building teacher capacity around:

- Elements of Effective Teaching Framework (East Gippsland Schools' Network)
- Highly Effective Learning Procedures (HELPS) (John Munro)
- Powerful Learning (Wayne Craig and James Nottingham)
- Writing improvement strategies (VCOP Big Write)

Technological

- Electronic whiteboards in all classrooms, library and resource room
- Classrooms equipped with a combination of touch screen and netbook computers at a rate of 1:1

Environmental

- Four classrooms with adjoining teacher office/withdrawal area and open learning area
- School library and multipurpose learning area /0-5yrs resource room
- School hall
- 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

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 higher than the 60% band of all Victorian Government Schools for student learning in English and Mathematics.

Improvement of Literacy and Numeracy continued as a priority in 2015. Our school s working closely with staff from Marlo Primary School to implement VCOP Big Write writing strategies and an explicit school instructional model. We are also working in collaboration with other Far East Gippsland Learning Alliance schools to prepare for the implementation of the new Victorian Curriculum in 2017.

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 higher as predicted, given the family background of our students. The survey includes questions about students' engagement and enjoyment of school. We are appreciative of the support of our parents in improving these indicators.

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 Restorative Practices and Choice Theory.

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, native vegetation plantation, buddies and student leadership programs, poultry and vegetable growing.

We offer an extensive extracurricular program that includes thematic days, 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, Prep 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 day transition. Current Prep 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 combined camps and excursions program with Marlo Primary School 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.

Productivity

Our goal is to work within budget to optimize resourcing to ensure high quality learning and provide the best possible learning opportunities and outcomes for all students. To establish and maintain a positive shared whole school community and culture. To maintain and further develop school connects with business, agencies and wider community.

The key improvement strategies we will be implementing include –

1. Developing a collective learning community and build staff capacity through:
 - Establishing a school Professional Learning Team that includes Marlo PS for collaborative professional learning
 - Support Far East Gippsland Learning Alliance collegiate professional learning groups
2. Align systems and procedures with FEGLA to maximize economies of scale through:
 - Liaise with other FEGLA schools to optimize efficiencies with staffing and resourcing across the alliance

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

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 86 students were enrolled at this school in 2015, 41 female and 45 male. There were 0% of EAL (English as an Additional Language) students and 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.




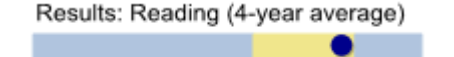




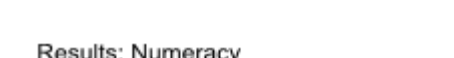
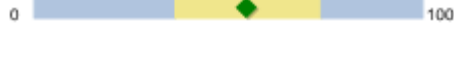
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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> Higher</p> <p> Similar</p> <p> Higher</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> Similar</p> <p> Higher</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:




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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>8%</td> <td>25%</td> <td>67%</td> </tr> <tr> <td>Numeracy</td> <td>-</td> <td>25%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>33%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>58%</td> <td>33%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>25%</td> <td>58%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	8%	25%	67%	Numeracy	-	25%	75%	Writing	50%	33%	17%	Spelling	58%	33%	8%	Grammar and Punctuation	17%	25%	58%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	8%	25%	67%																							
Numeracy	-	25%	75%																							
Writing	50%	33%	17%																							
Spelling	58%	33%	8%																							
Grammar and Punctuation	17%	25%	58%																							






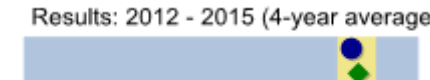


Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>92 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>90 %</td> <td>87 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	91 %	93 %	90 %	87 %	92 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	91 %	93 %	90 %	87 %	92 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

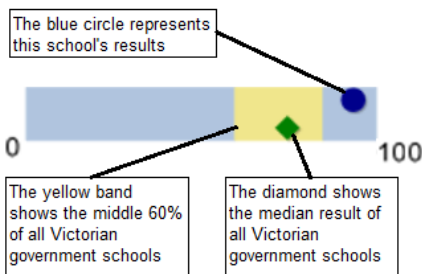
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

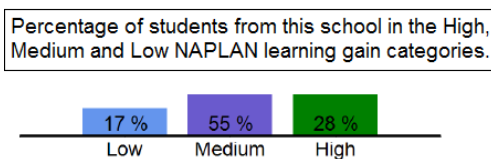
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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.

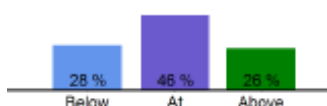
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$719,600	High Yield Investment Account	\$20,139
Government Provided DET Grants	\$142,742	Official Account	\$7,731
Revenue Other	\$23,739	Other Accounts	\$106,849
Locally Raised Funds	\$50,166	Total Funds Available	\$134,719
Total Operating Revenue	\$936,247		
Expenditure		Financial Commitments	
Student Resource Package	\$696,725	Operating Reserve	\$30,607
Books & Publications	\$2,508	Asset/Equipment Replacement < 12 months	\$11,000
Communication Costs	\$7,324	Capital - Buildings/Grounds incl SMS<12 months	\$40,000
Consumables	\$32,269	Maintenance - Buildings/Grounds incl SMS<12 months	\$21,112
Miscellaneous Expense	\$46,212	School Based Programs	\$32,000
Professional Development	\$5,841	Total Financial Commitments	\$134,719
Property and Equipment Services	\$73,140		
Salaries & Allowances	\$23,937		
Trading & Fundraising	\$10,256		
Travel & Subsistence	\$1,699		
Utilities	\$9,082		
Adjustments	(\$500)		
Total Operating Expenditure	\$908,492		
Net Operating Surplus/-Deficit	\$27,755		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

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.

Financial performance and position commentary

Newmerella Primary School was able to achieve a result of an operating surplus of \$27,755 through –

- Strict adherence to set program budgets
- Rigorous follow up and support with payment of school and excursion fees
- Generous volunteer support and fundraising

There were no extraordinary items revenue or expenditure items for the 2015 year.

Rising costs and increasing expenditure for utilities and staff salary increases along with a declining local economy and lower socio-economic status of families will present a significant challenge to our school for maintaining a future budget surplus



Education
and Training

Newmerella Primary School