

# 2022 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2023 at 09:15 PM by Sam Streeter (Principal)

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

Attested on 31 March 2023 at 02:02 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 and an overview of the school's performance over the previous calendar year.

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

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

---

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

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

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

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

### Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

---

### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

---

### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

---

### What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

---

## School context

Newington Primary School strives to develop active, global citizens who have the confidence, empathy and resilience to make a positive difference in the world they live in. In 2022, Newington Primary school had an enrolment of 316 students, 150 females and 166 males, with 3% of the students having English as an additional language and 4% of students identifying as Aboriginal or Torres Strait Islander. 2022 saw students broken into fourteen learning classes from Foundation to Year Six, providing two of each year level across the school. Thirty-six staff made up the workforce at Newington Primary School, comprising of principal class, classroom and specialist teachers, classroom support staff, administration office staff and a wellbeing support staff member. Newington Primary School is located on the east side of Victoria Park along Russell Street which is part of the zone area, making the school's overall catchment zone small.

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 authorised International Baccalaureate School where the Primary Year Program (PYP) is embedded into everyday teaching. The school's values are based on the PYP Learner Profile, which includes the attributes: 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 the extensive specialist program including: Visual Arts, Physical Education, Music, The Sustainable Gardening Kitchen and Japanese.

Covid-19 continued to have an impact on all elements of the school's context in 2022, with many outbreaks occurring throughout the school. This played a role on staffing, the implementation of programs and had an impact on community engagement. When restrictions began to ease in Term Two the school proactively implemented opportunities for parents to be part of the school setting through open mornings, assemblies and other events. As a school, we continue to build strong learning partnerships between school, home and the community with the use of online digital platforms, consistent communication and comprehensive transition for Foundation students and other students starting at the school.

Newington took part in our 4 yearly school review in August, providing the school with the time to reflect on the 2018-2022 School Strategic Plan. This process gave voice to all elements of the school community and the stakeholders, parents, staff, students and others within the community. There was much to celebrate within this process, with much change made to the school physically in this time, the implementation of PYP and also the name change to the school so it fitted with the school geographic location within Ballarat. The school is now focused on the new strategic plan and setting the direction for success over the next four years.

---

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Both Literacy and Numeracy had significant focus during professional discussions and delegated meetings so that student growth and achievement were of focus in 2022. Staff built their capacity around data literacy and how to use data more effectively in their planning. This has enabled student learning to be differentiated more effectively and was evident in our teacher judgement data at the end of 2022. In Term Four, Numeracy and Literacy teams were formed so that each curriculum area could focus on relevant learning areas and goals. Teams had a member from each year level pair, so they could filter information back to their collaborative partner. Specialist teachers were also part of these teams.

The school's Tutor Learning Initiative (TLI) focused on Literacy in 2022. TLI staff adapted the learning focus to suit the needs of the students throughout the year, with many students successfully moving off the program and showing good growth during assessments back in class. TLI staff worked collaboratively with classroom teachers and other staff to enhance their program with new ideas and resources where needed. Implementing 'Bridging the Gap' in correlation to the 'Heggerty program' that the Foundation - Two staff investigated in 2022, enhanced the data on students' abilities around phonics.

NAPLAN data for both Literacy and Numeracy pleasingly saw increases in the number of year 3 and year 5 students in the top two bands.

		Students in top two bands	
		2021	2022
Reading	Year 3	51%	60%
	Year 5	31%	41%
Writing	Year 3	30%	35%
	Year 5	10%	15%
Spelling-	Year 3	42%	44%
	Year 5	28%	31%
Numeracy	Year 3	23%	42%
	Year 5	20%	28%

NAPLAN results in Numeracy saw the target of a decreased number of students in the bottom two bands achieved.

Student and staff absences continued to play a role in the delivery of Literacy and Numeracy, impacting the collection of data for reports. Teacher Judgement data did meet the target for there to be an increase in the number of students who achieved at or above expected standard. 89.5% of students across the school in English were marked at or above standard in either Reading, Writing or Speaking and Listening. 90.5% of students across the school were marked at or above in Mathematics. Both of these data sets are above that of similar schools and the state average.

## Wellbeing

Newington Primary School continued 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 2022 with new initiatives and programs rolled out to enhance what was already in place.

Social and emotional learning continued to be a focus with staff working through the RRRRs on a weekly basis in conjunction with Wellbeing Wednesdays. Staff took part in training with a DET facilitator to help anchor understandings around the implementation of the RRRR's. Staff worked collaboratively together on embedding this program into the school with the use of a scope and sequence that was updated as needed. Our senior part of the school (5/6) recognised the importance that human development sessions were held across the two grades and not just grade 6. Staff undertook training and together developed a series of lessons that supported students in their understanding of puberty, along with the work already being done through the RRRRs scope and sequence.

Relationships and communication with families was enhanced through the use of Seesaw and in having families back onsite when COVID restrictions allowed.

The Wellbeing Team met regularly to discuss options for student support as well as provide pro-active strategies to increase student wellbeing when it was required. All staff took part in relevant Professional Learning to build their capacity around student wellbeing, trauma and mental health. A Wellbeing Officer continued to work with students in a new space allowing her more engagement with students and space to hold confidential meetings. This program was further enhanced with the introduction of two therapy dogs and their trainer twice a week. Catholic Care also worked closely with our Grade 6 students and Wellbeing Officer to run a Drumbeat program in Term Four.

A majority of Newington staff have undertaken Body Bright training which was rolled out into classrooms and in the PE program from the start of Term 4. Staff have used the language of the program to communicate clear messages about having respect for our own bodies. It has also been communicated in the newsletter to the community and through School Council where policies have been updated to fit this program.

Data from the Student Attitudes to School Survey shows that 67.3% of students from years 4-6 feel connected to our school. This is below the state average and similar schools for 2022, and is a dip on the 2021 data of 78.5%. In regards to the four year average the students sense of connectedness is 78.7% which is below the state average but above similar schools. The data from the survey also indicated that 70.7% of students feel that bullying is managed well in the school which is below both the state average and similar schools. The four year average is above both the state and similar schools with Newington's data showing 79.9% of students think bullying is managed well. Unfortunately our Attitudes to School Survey data did not support all the things that are taking place at school. One thing we have brought in following the data is a part of each assembly where students share what they are proud about in regards to being a student at Newington.

## 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 2022, our diverse range of stimulating and engaging learning programs continued to be evident. Staff continued to strive to ensure that our learning environments were stimulating and engaging learning spaces which cater for individual needs incorporating student interests, acknowledging learning preferences and fostering positive relationships.

As COVID continued to impact the attendance of students the school maintained engagement with all students by making remote learning packs available through Seesaw and teachers proactively reaching out to students. To enhance engagement between home and school, teachers post a weekly summary of what is happening in the classroom for the upcoming week on Seesaw, allowing parents an inside look into what their child's week.

As a school we continued to identify vulnerable students and those at risk, who were supported by the school's Wellbeing Team. A Wellbeing Support Officer was employed full-time to assist students in settling back into full-time onsite school for 2022. This was very valuable in assisting students to engage in learning and how to socialise with others. Wellbeing programs such as Breakfast Club and Lunchtime Clubs aimed to engage students in the school environment.

2022 saw our Foundation Transition Program welcome back the students intending to start Foundation in 2023. Students were invited to visit the school on numerous occasions to see the environment and to experience different elements of school life. This concluded with an information evening for new families and connecting them to Seesaw.

A part-time Attendance Officer continued to monitor and communicate with families around absenteeism. In 2022, the student absenteeism average was 18.9 days absent for each student from Foundation to Year Six, which is below that of similar schools and the state average. The Year One cohort had an attendance rate of 88% for 2022 which was the lowest of all cohorts. Engagement of these students and the rest of the school was a focus of both the Wellbeing Officer and the Attendance Officer through their work with teachers and leadership. As a school Newington recognises that partnerships between parents, staff and students ensure a supportive learning environment in which all children are valued, respected and engaged.

---

## Other highlights from the school year

There were many highlights for Newington Primary School in 2022 -

- Term Three saw the school undertake the School Review based on the School Strategic Plan for the previous 4 years, setting the direction forward for the next four years with a new strategic plan.
- Many students in Year 4- 6 had the opportunity to attend two camps. These were funded by the Government through the Positive Start initiative post COVID.
- Year Three students had a sleepover in Melbourne at the Planetarium.
- Excursions and Incursions were attended by all students.
- Japanese Day took place immersing all students into Japanese culture for the day.
- Parents were welcomed back onsite for a picnic, to attend assemblies and to see the learning spaces of their students during open mornings.
- A school concert was held in Term 3, with all students taking part. This was a sell-out event.
- Year Six students presented their understandings on how people can express themselves in their PYPX evening. This was of high quality and a success for all students.
- Honey, Maple and Jacqui joined our Wellbeing Team, visiting the school twice a week to assist students in the areas of wellbeing and engagement.

---

## Financial performance

Through careful consideration of budget requirements and workforce planning, we successfully brought an operating surplus forward from 2022 to 2023. 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 2022 the school received a substantial amount of equity funding of \$253,572.00. 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 COVID pandemic.

Improvements in learning facilities and resources, and the upgrade of school play areas and grounds continued, including shade sails installed.

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 2023.

# 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 316 students were enrolled at this school in 2022, 150 female and 166 male.

3 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).

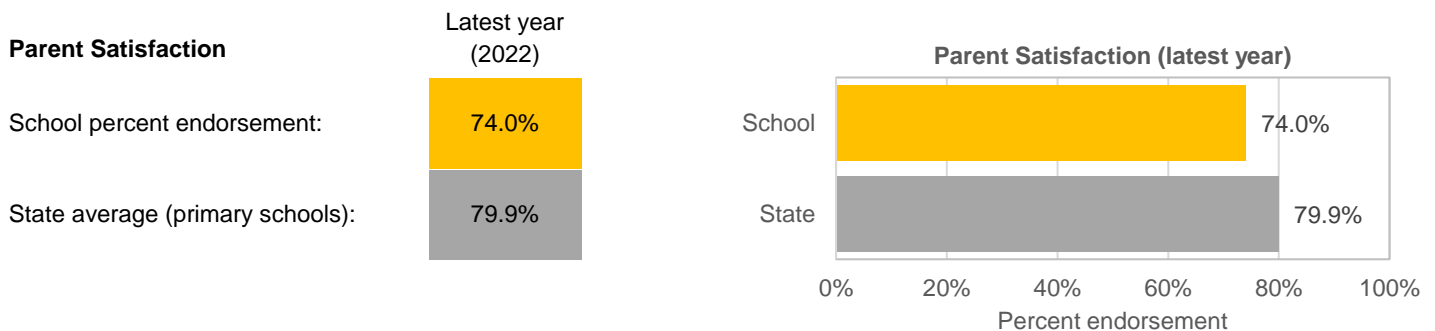
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

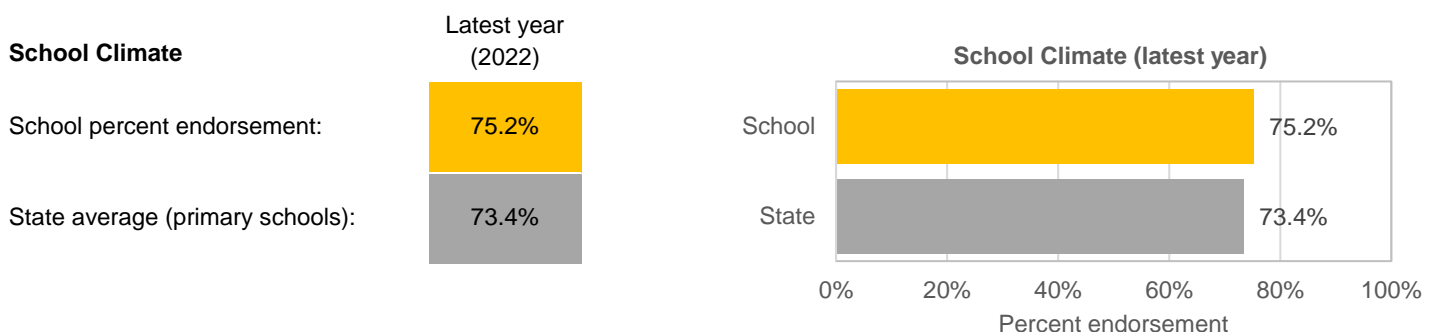


### School Staff Survey

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.





## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

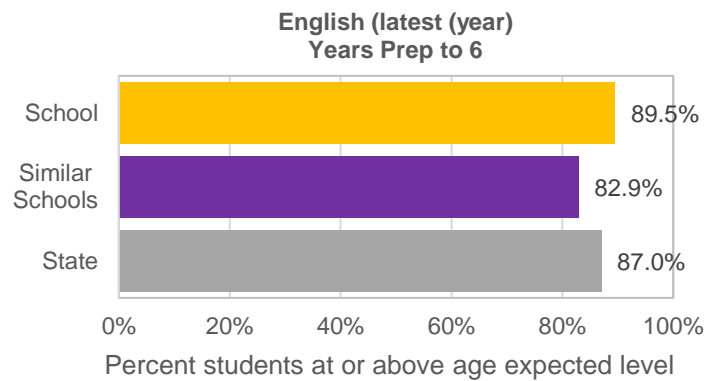
89.5%

Similar Schools average:

82.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

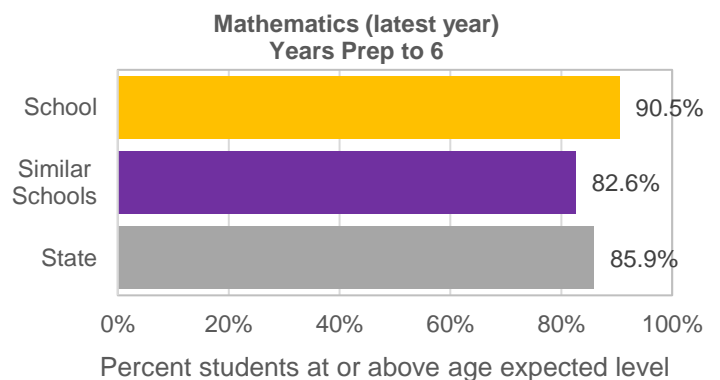
90.5%

Similar Schools average:

82.6%

State average:

85.9%



## LEARNING (continued)

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

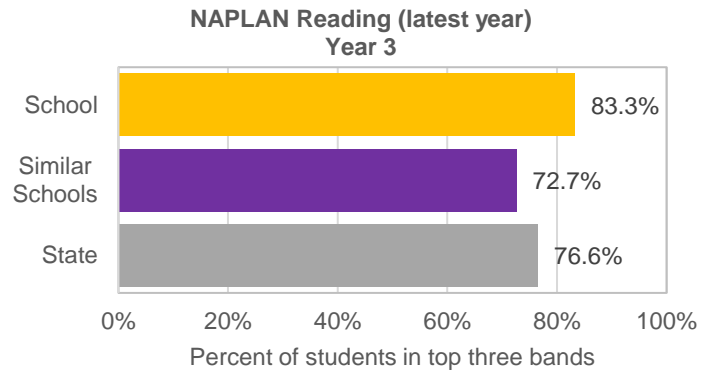
### NAPLAN

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

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

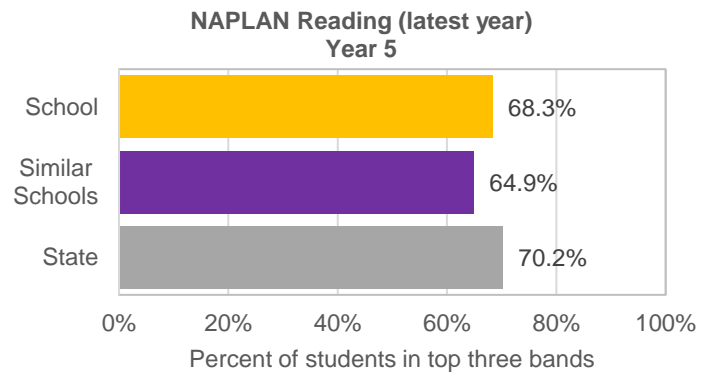
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	74.4%
Similar Schools average:	72.7%	70.4%
State average:	76.6%	76.6%



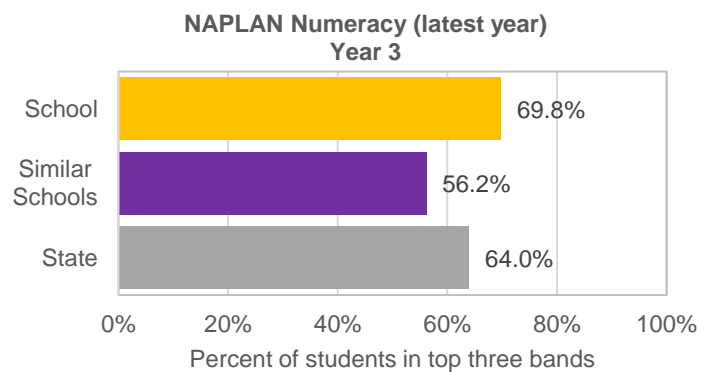
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.3%	62.5%
Similar Schools average:	64.9%	63.4%
State average:	70.2%	69.5%



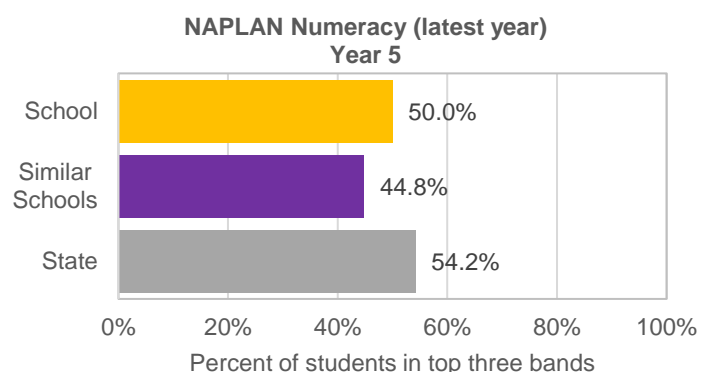
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.8%	61.0%
Similar Schools average:	56.2%	59.0%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	51.5%
Similar Schools average:	44.8%	50.0%
State average:	54.2%	58.8%



## WELLBEING

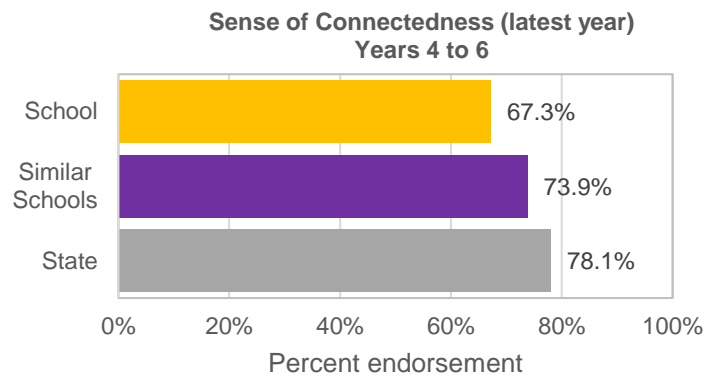
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	67.3%	78.7%
Similar Schools average:	73.9%	76.5%
State average:	78.1%	79.5%

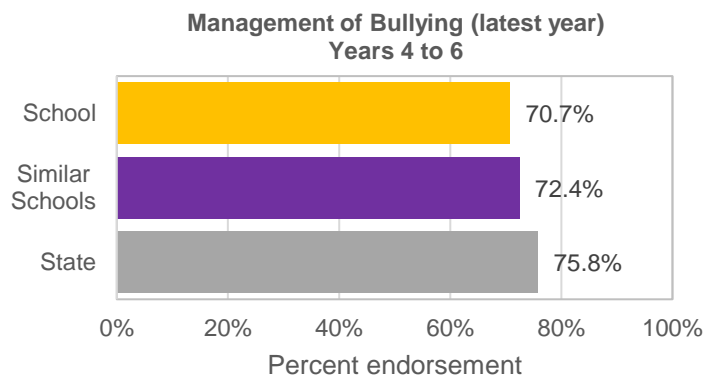


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	70.7%	79.9%
Similar Schools average:	72.4%	76.5%
State average:	75.8%	78.3%



## ENGAGEMENT

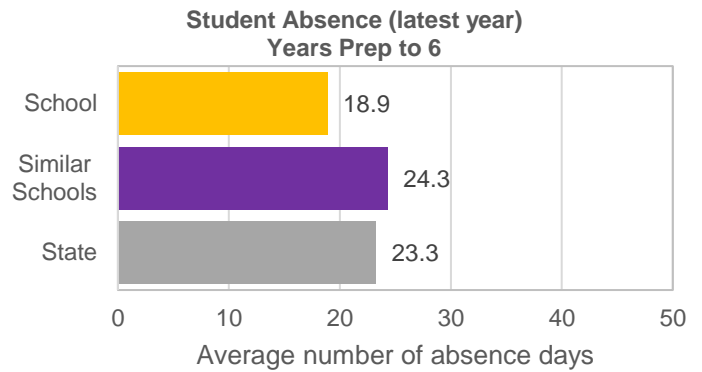
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.9	17.2
Similar Schools average:	24.3	18.4
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	92%	88%	92%	89%	90%	92%	91%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,178,178
Government Provided DET Grants	\$523,801
Government Grants Commonwealth	\$8,650
Government Grants State	\$0
Revenue Other	\$16,714
Locally Raised Funds	\$146,693
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,874,035</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$253,572
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$253,572</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,013,589
Adjustments	\$0
Books & Publications	\$235
Camps/Excursions/Activities	\$92,243
Communication Costs	\$8,291
Consumables	\$38,274
Miscellaneous Expense <sup>3</sup>	\$21,250
Professional Development	\$10,087
Equipment/Maintenance/Hire	\$56,710
Property Services	\$114,589
Salaries & Allowances <sup>4</sup>	\$241,434
Support Services	\$41,167
Trading & Fundraising	\$38,414
Motor Vehicle Expenses	\$362
Travel & Subsistence	\$0
Utilities	\$31,077
<b>Total Operating Expenditure</b>	<b>\$3,707,722</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$166,313</b>
<b>Asset Acquisitions</b>	<b>\$36,218</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 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$475,404
Official Account	(\$1,779)
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$473,625</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$109,569
Other Recurrent Expenditure	\$16,011
Provision Accounts	\$0
Funds Received in Advance	\$53,000
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	\$35,000
Maintenance - Buildings/Grounds < 12 months	\$12,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$225,580</b>

*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.*