

2024 Annual Report to the School Community

School Name: Newham Primary School (1913)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 20 March 2025 at 01:17 PM by Timothy Furphy (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 01 April 2025 at 05:16 PM by Timothy Furphy (Principal)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

About Our School

School context

Newham Primary School is a rural school located a few kilometres from Hanging Rock in Newham, a modest, 'village' consisting of historical buildings and small acreages surrounded by long established farms, residential properties, and small businesses. The nearest towns are Woodend (10.5km), Lancefield (14.1km), Romsey (17.3km) and Kyneton (20.2km). It is seventy-eight kilometres north of Melbourne and eighty-four kilometres south of Bendigo. A significant number of families travel to school from the neighbouring towns and surrounding areas. Parents mix commuting to Melbourne for work with working from home or locally.

Enrolments were 54 students in 2024. The gender breakdown was males 50% and females 50%. Regarding Newham Primary School's overall socio-economic profile. With an SFOE of 0.1967, Newham Primary School's band value reflects a low level of socio-economic disadvantage. In 2024 we had a small number of equity-funded students, no English as an Additional Language (EAL) students or Aboriginal and Torres Strait Islander students. There are no students on the Program for Students with Disabilities (PSD), although 30% of our students were recorded on the Nationally Consistent Collection of Data (NCCD). Students worked across three classrooms (Prep/1, Grade 2/3/4, Grade 4/5/6). Staffing included 2 Education Support (ES), 7 Classroom Teachers (5 full-time and 2 part-time, inclusive of 1 part-time Specialist Teacher and a principal.

Specialist Classes include PE, Music, French and Art. The school is supported one day a fortnight by a computer technician for 6 hours.

The school is committed to providing a happy, stimulating, and supportive environment that embraces parents, extended family, and local community. The school encourages students to develop a social conscience and to actively contribute to the school community through leadership groups, fundraising and representing the school at community events. We empower all students to embrace learning, achieve their personal best and build their emotional, social, and physical well-being through the School Wide Positive Behaviour Support (SWPBS), Kimochi and Respectful Relationships Programs. The core values and principles that underpin all that we do as a school community, and which drive our actions and decisions at Newham Primary School, are based on our values; Resilience, Responsibility, Respect and Unity, which together help us to achieve Excellence.

The school culture nurtures originality, creativity and imagination through the Arts, Literacy and Environmental Science. A comprehensive curriculum places emphasis on Wellbeing, Literacy and Numeracy. Other subjects offered provide curriculum breadth for students, including Music, French, Physical Education/Sport, Sustainability, Visual Art, Drama, Humanities and Library, as well as integrated studies and Social and Emotional learning via Kimochi, Smiling Mind and SWPBS. We are committed to continuous improvement and achieving excellence in teaching and learning. We use a differentiated approach to ensure that every child can reach their potential. Classes deliver two hours of Literacy and one hour of Numeracy each day.

All classrooms are resourced for Literacy and Numeracy learning, with the provision of reading and numeracy materials and Netbooks/iPads. Extra-curricular programs include weekly choir activities and one visiting instrumental music teacher (keyboard). Links were maintained with local schools in sport and with our wider community in environmental activities.

Newham Primary School continues its work to maintain a five-star Resource Smart School rating, reducing energy and water use and waste to landfill. Being Resource Smart is aligned to the school's focus on the environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

Newham Primary School continues to remain focused on improving student outcomes in all learning areas. Based on our 2024 Annual Implementation Plan (AIP) priorities, Literacy improvement was a goal, with particular focus on Writing. While continuing to evaluate our newly implemented instructional model.

For Writing, the Writing Revolution continued its implementation across the school allowing for consistency of teaching through varying year levels. Staff focused on sentence level instruction, building to paragraphs then full texts. Collaboration between our tutor and classroom teacher allowed for fluidity among tutor group lessons and class instruction. Tutoring provided support in self-confidence, evidenced in greater student participation in class activities. Staff continued to use PLD instruction for teaching phonics and embedded integrated curriculum topics into reading to develop a "rich curriculum" to increase understanding.

Without any students on D.I funding, staff capacity in student welfare targeted our Tier 2 students. Staff continued to implement high-quality Individual Learning Plans with SMART goal instruction from external and staff-based professional learning, as well as supporting programs for our Tier 1 students.

NAPLAN results in 2024 saw data in Reading remain solid with 88% of Grade 3 and 80% Grade 5 achieve strong or exceeding results. This is on par with our network and "similar schools". The number of students in "strong" or "exceeding" in Numeracy were 88% in Grade 3 and 80% in Grade 5, which both exceeded similar schools and network average.

All families were invited to complete the Parent Opinion Survey in 2024. 88% of respondents demonstrated a positive endorsement of student connectedness and 87% for parent community engagement. 87% shared the school has high expectations for success and 88% for overall general satisfaction about our school.

Wellbeing

2024 saw a continued focus on wellbeing of students at the core of teaching and learning programs with the implementation of FISO 2.0. 30% of students at Newham were considered to have cognitive, social/emotional, or sensory considerations as listed on the NCCD (Nationally Consistent Collection of Data). All students received weekly education involving RRRR and SWPBS as well as mindfulness time to de-escalate. A consistent approach to our values was continued where resilience, unity, responsibility and respect underpinned daily interactions

between staff and students. A variety of leadership opportunities and groups were available to students in 2024 including School leaders, Sustainability leaders, Sport leaders and lunchtime choir. Assembly presentations had reports from various student leadership groups.

The provision of indoor play at recess/lunchtime was offered with quiet activities set out in the middle space for those seeking/requiring passive play.

In 2024, NPS continued to integrate Tier 1 and 2 support for students via SWPBS, Kimochis and Smiling Mind programs, with the support of Student Support Services (SSS) staff and the SWPBS coach. Whole school SWPBS matrices were refined, outlining schoolwide, consistent expectations of each of our values. Behaviour plans and SSG meetings supported the documentation of expectations for students with families.

Consistent SWPBS meetings were held with incident data analysed. Together this provided timely information on students at risk socially and/or emotionally, enabling staff to direct support as required. Incident data was collected and allowed staff to adjust teaching and learning programs to suit the wellbeing needs of cohorts.

Students attended excursions and incursions to expand their self-awareness and understanding of others. Majority of these were multi age allowing for collaboration across year levels.

Engagement

In 2024 NPS achieved an attendance rate across the school of 89%. 43% of students indicated a positive record of motivation and interest and 61% for appropriate learning challenge. An opportunity for improvement is building on students sense of connectedness and pride of our school and self regulation. This has since played a role in redefining our wellbeing program at school.

Anecdotal evidence from students demonstrates a positive response towards 'whole school' rewards as a result of individual rewards systems. Integrated curriculum concepts and ideas followed excursions, increasing student understanding and engagement towards a topic. Our School Leaders played an important role engaging with the community during ANZAC Day ceremony and liaised with local schools for leadership development. Various fundraising efforts engaged the whole community, with our Mango drive and trivia night being extremely successful for our school. We have since spent fundraising money on a new cubby house.

An increased presence on social media lead by a parent volunteer has continued to be an effective communication channel for our school. The newsletter and Compass announcements have also continued to deliver messages to the community. Building and maintaining these relationships into the coming years will continue to be a priority focus for our school.

Other highlights from the school year

Fundraising was a huge success for our school in 2024 due to the hard work of many of our school community. We purchased a new cubby and interactive screens for classrooms. Senior students participated in many school sport days. We were lucky to send students at times to BUPA in Woodend to engage with the community and residents there, as well as groups to local

kindergartens to build relationships with future students of our school. Schools Out gained in size drastically due to promotion and extra curricular activities provided by the service. Grades 3-6 went on an adventure camp to YMCA Lady Northcote overnight, a great experience for all.

Financial performance

Our school had a largely successful year holding many fundraising events, highlighted by the trivia night making over \$10,000 profit. Our Mango fundraiser continued to expand, over doubling the result from our previous year as well. The school made a credit to cash transfer to support CRT teachers and projects for our buildings. Grants such as the Swimming and Aqua Safety was used for grades 2-6 and OOSHC grants continued to provide great opportunities for our students. \$448,116.73 was allocated to Newham Primary School as part of a recent PMP funding allocation for the outcomes of our Rolling Facilities Evaluation (RFE). A surplus will continue to support Newham Primary School in 2025.

For more detailed information regarding our school please visit our website at <https://www.newhamps.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 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 53 students were enrolled at this school in 2024, 28 female and 25 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

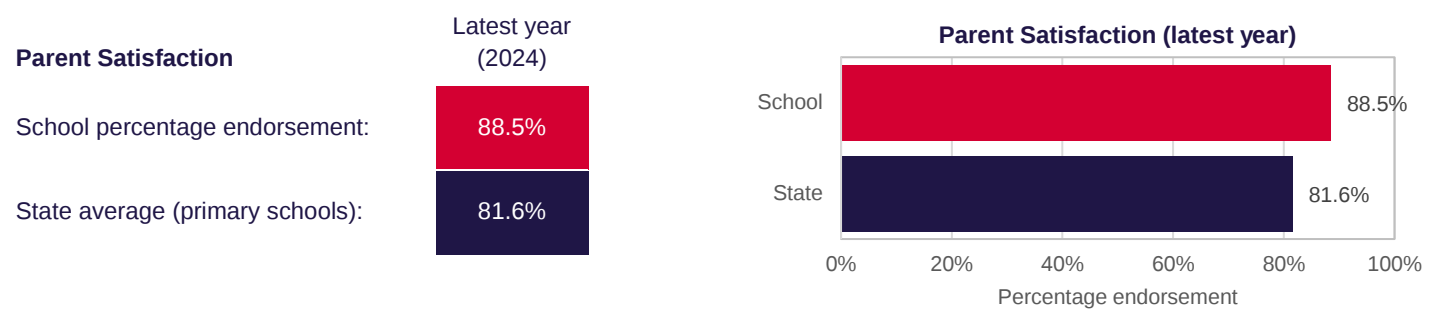
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

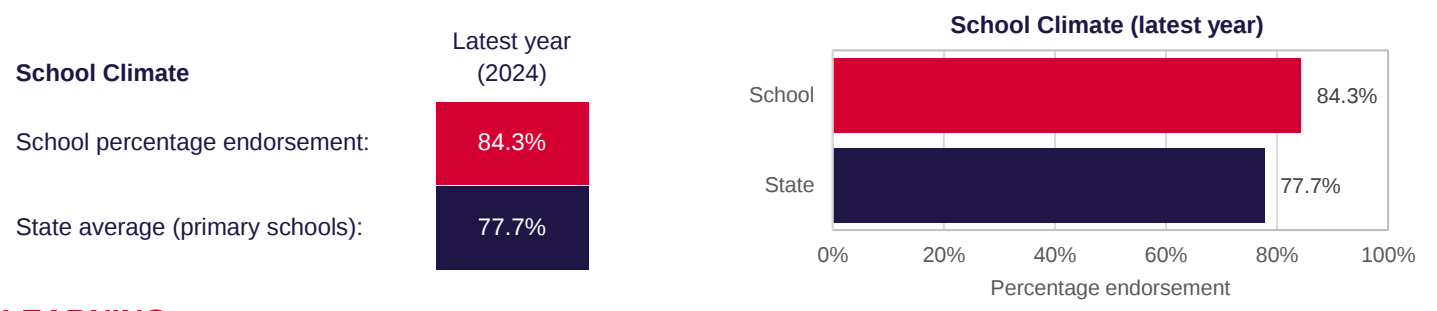


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

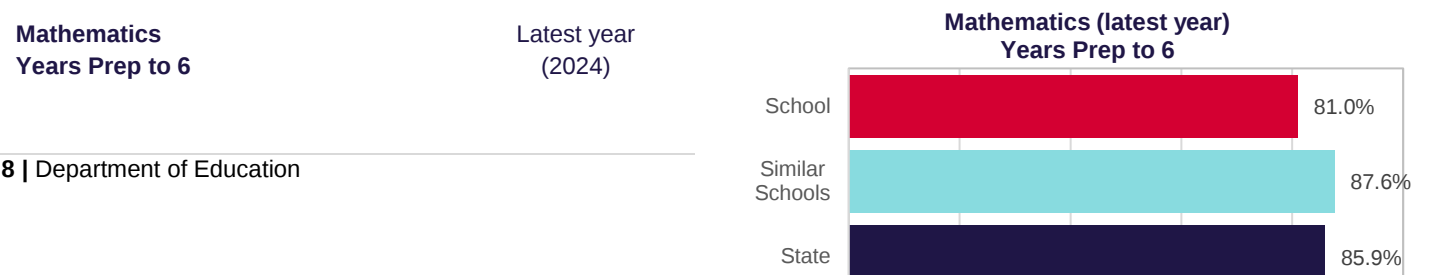
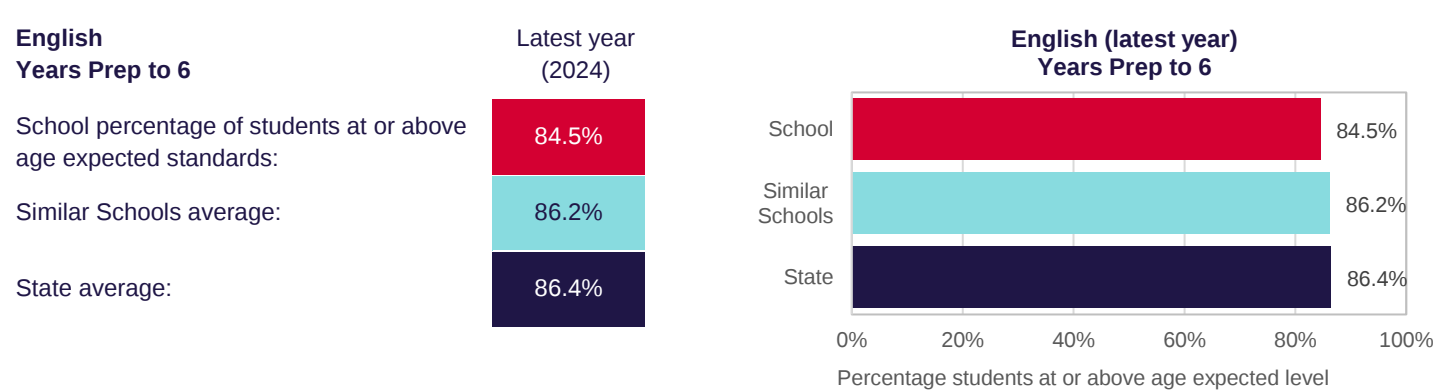


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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



School percentage of students at or above
age expected standards:

81.0%

Similar Schools average:

87.6%

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.

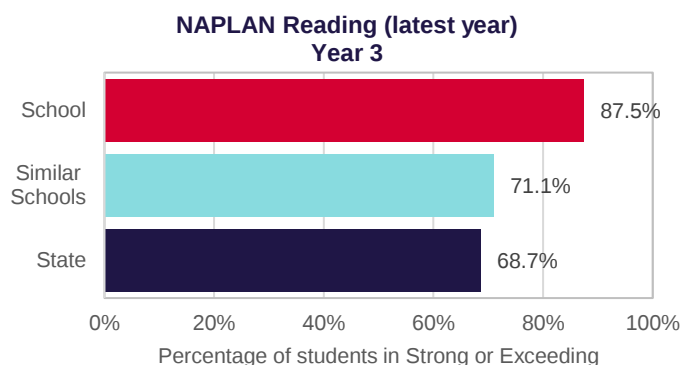
NAPLAN

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

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

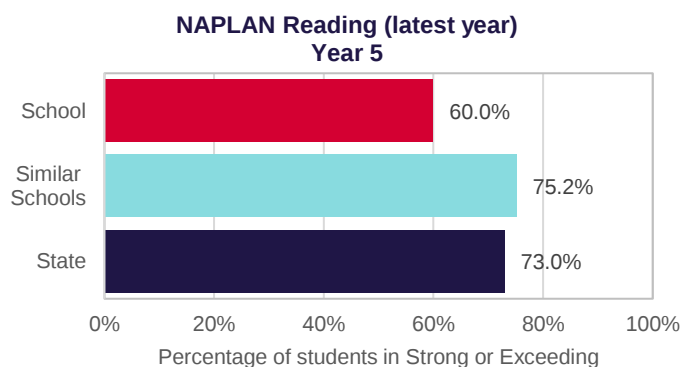
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.5%	85.0%
Similar Schools average:	71.1%	69.0%
State average:	68.7%	69.2%



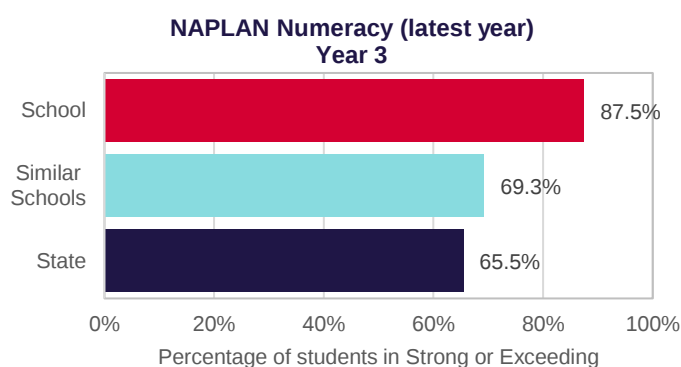
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	80.0%
Similar Schools average:	75.2%	75.2%
State average:	73.0%	75.0%



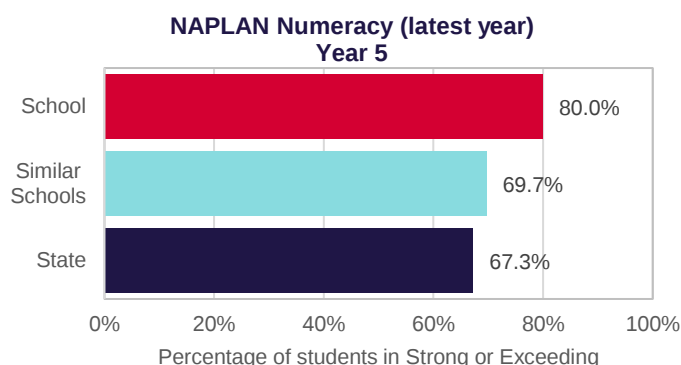
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.5%	70.0%
Similar Schools average:	69.3%	70.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.0%	66.7%
Similar Schools average:	69.7%	69.0%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

82.4%

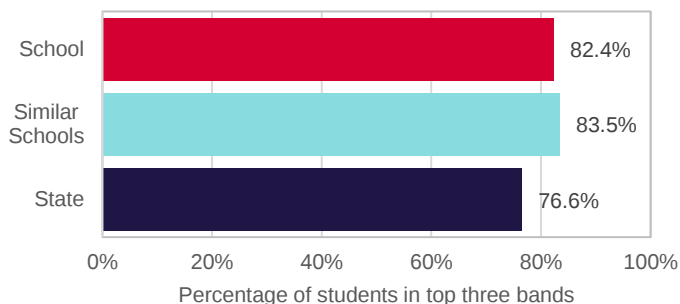
Similar Schools average:

83.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

70.6%

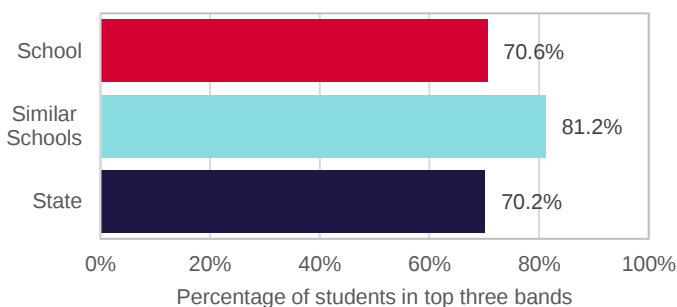
Similar Schools average:

81.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

70.6%

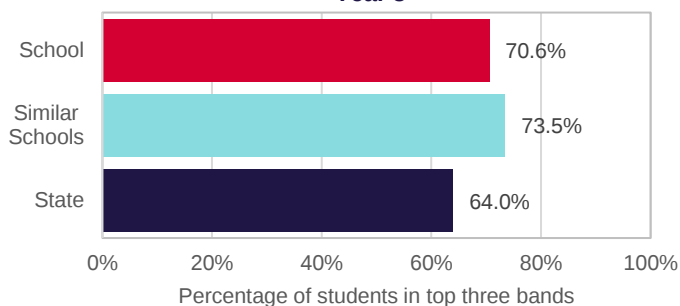
Similar Schools average:

73.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

70.6%

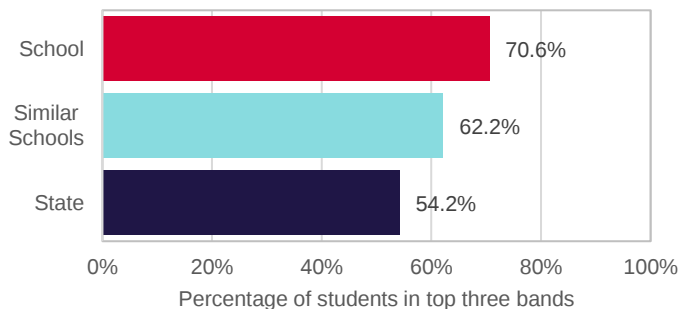
Similar Schools average:

62.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

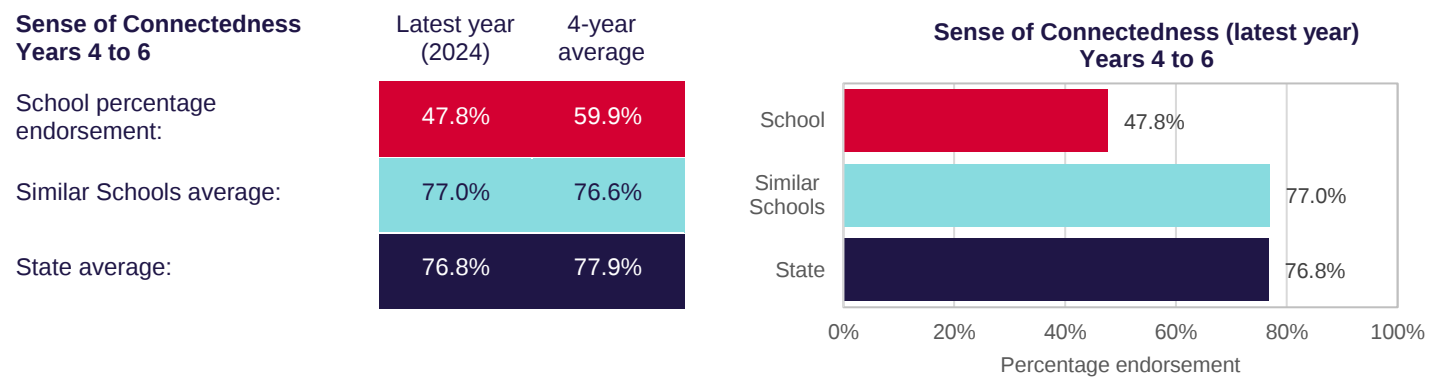


WELLBEING

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

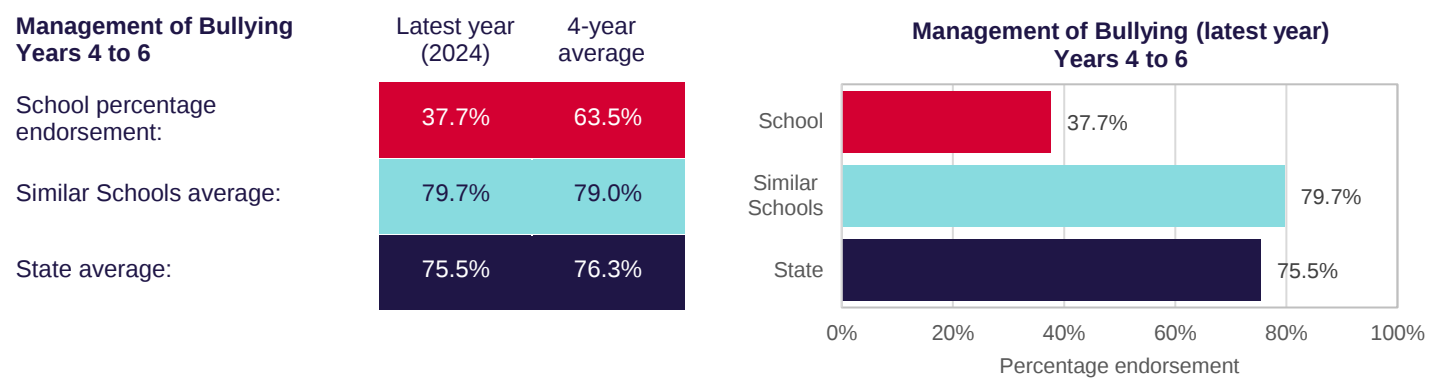
Student Attitudes to School – Sense of Connectedness

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



Student Attitudes to School – Management of Bullying

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

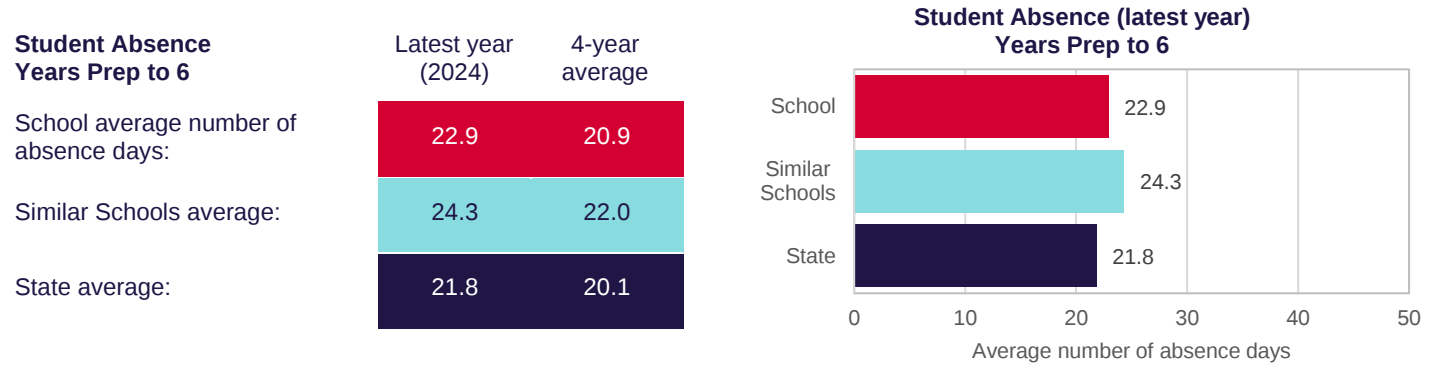


ENGAGEMENT

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.



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	91%	88%	88%	90%	90%	85%	85%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$666,618
Government Provided DET Grants	\$327,469
Government Grants Commonwealth	\$3,518
Government Grants State	\$0
Revenue Other	\$18,348
Locally Raised Funds	\$39,366
Capital Grants	\$0
Total Operating Revenue	\$1,055,319

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$691,879
Adjustments	\$0
Books & Publications	\$664
Camps/Excursions/Activities	\$17,131
Communication Costs	\$2,818
Consumables	\$16,138
Miscellaneous Expense ³	\$3,450
Professional Development	\$1,306
Equipment/Maintenance/Hire	\$24,465
Property Services	\$45,379
Salaries & Allowances ⁴	\$61,615
Support Services	\$10,971
Trading & Fundraising	\$63,491
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,985
Total Operating Expenditure	\$949,292
Net Operating Surplus/-Deficit	\$106,027
Asset Acquisitions	\$9,000

- (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 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$337,094
Official Account	\$29,738
Other Accounts	\$10,372
Total Funds Available	\$377,204

Financial Commitments	Actual
Operating Reserve	\$43,105
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$4,471
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	\$75,000
Maintenance - Buildings/Grounds < 12 months	\$50,326
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$172,902

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