

*seek to Learn*



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NEWBOROUGH PRIMARY SCHOOL

2022

Annual School Report

AN INDEPENDENT PUBLIC SCHOOL

# Acknowledgment of Country

We respectfully acknowledge the past and present traditional custodians of this land on which our school is located on, the Wadjuk Noongar people. It is a privilege to be on Wadjuk Noongar country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education and reconciliation of all children and people in this country we all live in and share together – Australia



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# PRINCIPAL'S REPORT

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It is with great pleasure that I present to you the 2022 Principal's Report for Newborough Primary School (NPS). This report provides an opportunity to reflect on and celebrate the achievements of our school over the past year.

As Acting Principal for Semester One, 2023, I would like to acknowledge the substantive Principal, Mr John Worthy for his leadership of NPS in 2022. Mr Worthy is currently enjoying six months Long Service Leave for the first half of 2023. I would also like to acknowledge the invaluable contributions of the Newborough Primary School Administration Team of Mr Nick Stenhouse, Mrs Elisa Phillips and Mrs Sharon Singleton who have tirelessly helped with the seamless running of the school.

I would like to thank our School Board and in particular our School Board Chair, Mr Callan Rose for his continued service to our School. The School Board's contributions to our strategic direction and school have been vital. Also, a massive thank you to our P&C President, Mr Laurie McCallum, as well as all the P&C Executives and volunteers, who work tirelessly to make our school the best place it can be.

Mrs Kristine Williams retired at the end of 2022. Mrs Williams had worked at our school for 32 years, 29 of those as the Physical Education specialist. She was a part of the fabric of the school, a highly experienced educator and a very kind, considerate colleague. We thank Mrs Williams for all her hard work and contributions to our school community.

In 2022, Level 3 and Year 5/6 teacher, Miss Lauren Danker, went on Long Service Leave in Semester Two and we welcomed Mr Thomas Scoulidis to complete the year in her place.

We also said goodbye to several staff who left us at the end of the year after completing short-term contracts for NPS. Teachers, Thomas Scoulidis and Michele Henrick; Education Assistants Isabelle Roberts, Chantelle Neal and Lynne Cairra; and School Psychologist Dylan Roggio all left for other roles. We wish them all the best in the future.

2022 was the second year of implementation of the Newborough Primary School Business Plan 2021-2024 which outlines our aspirations of improvement in three priority areas:

- Empowering Successful Students
- Enhance Collaborative Staff; and
- Enrich Strong Community

One of our major improvement drivers for 2022 in order to aspire to progress student's numeracy growth by a year every year was to embed a new evidence-based Mathematics whole school program, Oxford Mathematics. This program was chosen through a thorough audit of all mathematics programs available that are directly linked to the Australian Curriculum and provided an engaging and differentiated structure that allows staff to cater for students across all abilities; whilst also aligning to the Newborough Primary School Instructional Teaching Model. Staff undertook six months professional learning in the program in 2021 in preparation for implementation in 2022. This included comprehensive curriculum cross-referencing, planning, assessment and reporting expectations developed and tailoring the scope and sequence to our school. Continued collaborative workshops and reviewing and refinement of the program as well as at need observations to provide teacher feedback have ensured the fidelity of the program. Thank you to Mrs Elisa Phillips and Miss Natalie Kos who led the Mathematics learning area and focus on our Oxford Mathematics.

Newborough Primary School is committed to the ongoing development of all student's mental health and wellbeing through a visible and ongoing approach which forms the basis of our Positive Behaviour and Wellbeing (PBW) program. Indeed our school's values of Respect, Kindness, Team Work and Challenge Yourself are the overarching ideals our school strives towards.

Led by Level 3 teachers, Mrs Vicki Tennant and Miss Lauren Danker, 2022 saw the school continue to consolidate all aspects of the PBW program using the SEARCH Model. The Search Model outlines the individual components of our PBW program:

**S**trengths based Learning

**E**motional management through the Zones of Regulation

**A**ttention and Awareness through our Smiling Minds Mindfulness program

**R**elationships through Positive Behaviour Support

**C**oping through the Zones of Regulation and Smiling Minds

**H**abits and Goals formed through good practice

As always, we will continue to focus on, improve and consolidate our PBW program in 2023.

This is just a snapshot of our work from the NPS Business Plan 2021-2024. We also consolidated our Early Childhood literacy program and our Pre-Primary students were part of the state On-Entry Assessment and the Year 3 and 5 students completed NAPLAN. Our results are showing that we met most of our targets in 2022 but we will continue to consolidate the hard work we are doing to support student's health and wellbeing and progress student achievement in all areas of the curriculum as a key aspiration for every child.

*Karen Tucknott*

Principal, April 2023

# SCHOOL OVERVIEW - 2022

## Location

Newborough School is positioned on the boundary of Doubleview and Karrinyup. The area has steadily changed over the last decade. Many older homes on large blocks have been demolished to make way for more modern dwellings including units and townhouses. The area is close to amenities including shops, freeway and public transport as well as being relatively close to the ocean.

## The School

The buildings are set in spacious, attractive grounds with adjoining City of Stirling public recreation areas. The student enrolment at census for 2022 was 363 (K-6). The school has a modern, purpose-built Early Childhood Centre that houses three Kindergarten classes and two Pre-Primary classes. We also have a modern Library / resource building and an enclosed undercover area for general student use and special functions. All classes have interactive whiteboards and a set of laptops and I-pads. There is a Bring Your Own Device (BYOD) program for Year 4-6 students which we align to the devices used at the local intake high schools. The school has loan devices for all classes to use and to supplement children in Years 4-6 who do not have their own device.

All classes and work areas are air conditioned and have gas or electric heaters. However, these amenities are ageing and not always fit for the Western Australian climate, nor the most sustainable option for heating and cooling.

## The Grounds

The large, grassed areas, trees, seating and modern play equipment, ensure a very pleasant environment that is enjoyed by the school and wider community. Each year, further improvements are made to the school grounds to enhance the environment for children, staff and parents. The feature walls, signage, artwork and garden now provide an attractive and professional statement that has added greatly to a positive first impression. The P&C has continued to carry out improvement projects which not only enhance the attractiveness of the grounds but also to cater for play and education of the children. In 2021 P&C committed to funding a refurbishment to the Nature playground near the mini amphitheatre/kitchen gardens. This amount was doubled with funding from the State Government's election commitment for Scarborough. The school and P&C worked with Programmed to manage this refurbishment which commenced at the beginning of 2023. In 2019 the school earned a \$15 000 Suez Community grant, kindly supplemented by the P&C to construct the Sustainability Outdoor Classroom and Shed. In 2020 the school opened a new Shade Shelter next to the Library and a new three new flagpoles on a platform. In 2022, NPS was fortunate to obtain an \$8000 Federal grant to recognise the Late Queen Elizabeth's Jubilee. This grant funded the planting of 60 local banksias that will each grow to approximately 2 metres tall each. The banksias were planted on National Tree Planting Day on the 19th August 2022 in the Noongar season of Djilba when the ground is moist and followed by regular rainfall. The Queen's Jubilee Tree planting was recognised at a special assembly on the 9th December, 2022.



# WORK FORCE COMPOSITION - 2022

In 2022, the school operated with a base teaching profile of 17.1 (full-time equivalent) and an additional 11.9 FTE comprising administrative (including Principal and Deputies) and school support staff. As an Independent Public School, all teaching and non-teaching positions are merit selected. All selection processes conducted in 2022 were carried out in line with the Public Sector Standards.

The school has employed staff with varied experience and a diversity of expertise. All staff are committed to providing quality learning opportunities for all students. Specialist programs in the areas of Music, Physical Education, Science and Japanese. (Years 1-6) and are offered across the school. Teaching staff meet the professional requirements to teach in Western Australian public schools and this information can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

## Staff Numbers

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
<b>Total Administration Staff</b>	<b>3</b>	<b>3.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	3	3.0	0
Other Teaching Staff	21	14.1	0
<b>Total Teaching Staff</b>	<b>24</b>	<b>17.1</b>	<b>0</b>
<b>School Support Staff</b>			
Clerical / Administrative	4	2.8	0
Other Allied Professionals	13	7.0	0
<b>Total School Support Staff</b>	<b>17</b>	<b>9.8</b>	<b>0</b>
<b>Total</b>	<b>44</b>	<b>29.9</b>	<b>0</b>

## Leadership and Professional Recognition

Leadership structures are designed to best support the initiatives of the school's Business Plan 2021-2024. Mr Stenhouse is responsible for Student Services (including SAER, Attendance, Student Leaders and Positive Behaviour and Wellbeing program). Miss Tucknott continues with the Curriculum, Assessment and Reporting portfolio. Behaviour Management is a shared portfolio between the Administration team. The Administration team also includes the Principal and Manager Corporate Services, Mrs Sharon Singleton, all of whom work closely together sharing leadership and supporting responsibilities. In 2022, three teachers gained Senior Teacher status and three teachers completed Leadership Training with the Professional Learning Institute and Churchlands Network. All senior teachers, along with the three existing Level 3 teachers are responsible for different portfolios at the school. The Manager Corporate Services is undertaking a Grad. Certificate of Educational Business externally through Deakin University.

# STUDENT NUMBERS AND CHARACTERISTICS - 2022

## Student Numbers

### Student Numbers (as at 2022 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(24)	35	54	50	50	39	49	39	340
Part Time	48								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	29	24	155		208
Female	19	11	126		156
Total	48	35	281		364

	Kin	PPR	Pri	Sec	Total
Aboriginal	2	2	15		19
Non-Aboriginal	46	33	266		345
Total	48	35	281		364

In the Semester Two, 2022 Census, there were:

- 48 Kindergarten students,
- 35 Pre-primary students; and
- 281 Year One to Year Six students totalling 364 students.

The student population reflects the diversity of the school community with approximately 5% of students being Aboriginal and approximately 8% of students having a language background other than English (LBOTE). The school is fortunate to have a varying array of cultures and countries represented including Aboriginal, Japanese, Chinese, South African, Italian, Portuguese, Brazilian, French, German, Russian, Yugoslavian, Arabic, Indian, Romanian, Indonesian, Canadian, Serbian, New Zealanders and Vietnamese.

Leadership opportunities were provided in 2022 to the Year 5 and 6 students with roles such as Student Leaders, Faction Captains, Music Captains, Science Captains, Sustainability Leaders and Positive Behaviour and Wellbeing (PBW) Leaders. These roles provided students with valuable leadership skills and the opportunity to act as advocates on behalf of the student body.



### Newborough Primary School

Student Leadership Group - 2022

Principal: John Worthy Deputy Principals: Karen Tucknott, Nick Stanhouse



# STUDENT NUMBERS AND CHARACTERISTICS - 2022

## Attendance

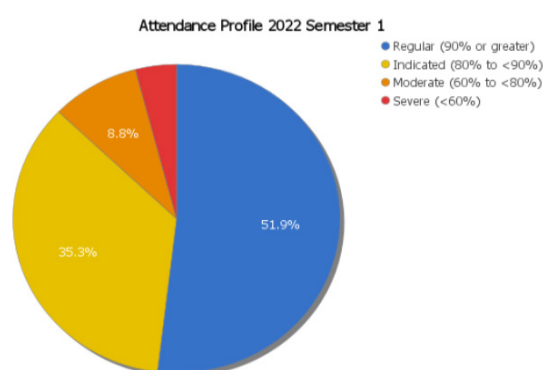
### Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2020	92.5%	91.9%
2021	91.3%	91.0%
2022	87.5%	86.6%

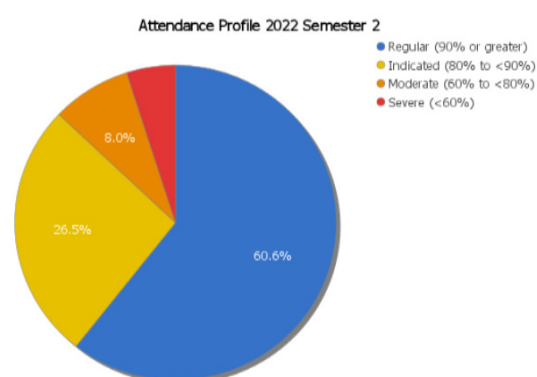
### Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2020	91%	94%	90%	93%	93%	93%	94%
2021	94%	94%	91%	91%	89%	92%	88%
2022	89%	91%	89%	87%	85%	86%	85%
WA Public Schools 2022	86%	87%	87%	87%	87%	87%	86%

### SEMESTER 1 2022 ATTENDANCE BREAKDOWN



### SEMESTER 2 2022 ATTENDANCE BREAKDOWN



Student attendance at Newborough Primary School has seen a decrease in our attendance rate over the past three years with the average school-wide attendance rate in 2022 being 87.5%, just above that of the WA Public Schools average 86.6%. There has been a great deal of absences due to illnesses, including COVID-19 as well as an increase in families travelling, which have affected our Attendance Rates. A small number of families have also presented with severe absenteeism. Newborough Primary School uses a SMS system called MGM Outreach for attendance and this helps track absences. Letters are sent home for unexplained absences and for students at high risk, we have attendance plans prepared in consultation with staff and families, where possible, as well as communication with external agencies and the Department's School Engagement Team for complex cases.

# DESTINATION SCHOOLS - 2022

## Destination Schools

2022 school destinations of the 2021 student cohort

Year Level :  Male: 30 Female: 21 Total: 51

Destination Schools	Male	Female	Total
4012 Churchlands Senior High School	18	13	31
4057 Carine Senior High School	7	4	11
1309 St Stephen's School	2	1	3
4213 Bob Hawke College	1	1	2
4050 Balga Senior High School	1		1
4168 Shenton College		1	1

During 2022, Year 6 students all accessed transition time with their intended high school. Each of the local secondary schools conducted transition meetings for students and for parents at various points during the year. The Year 6 teachers provided each of the Year 7 Coordinators and School Psychologists with specific information about children moving into each of the schools, particularly those students at risk. From our graduating Year Sixes 94% of students went to public schools: This continues a trend that NPS students are going to Public high schools. 62% to Churchlands SHS; 22% to Carine SHS with the remainder to other Government high schools 8% and private schools 6%. From 2020 parents in our school's boundary have the option of either Churchlands or Carine as their local Public High School.





# STUDENT ACHIEVEMENT AND PROGRESS - NAPLAN 2022

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Data collection is ongoing and is based on our school's Management Information System. One key part of our data collection is via the National Assessment Program Literacy and Numeracy (NAPLAN), which focuses on analysing student performance in Mathematics, Reading, Writing, Spelling and Language Conventions. NAPLAN assessment is undertaken with all students in Years 3 and 5. Newborough PS compares our performance with statistically similar or Like Schools. These schools are similar in socio economic and educational advantage. In examining performance over time, we can determine our future focus and plan accordingly. Analysis of data shows students at Newborough PS, in most areas, have higher progress and higher achievement when compared with students from all WA and Australia public schools.

The 2022 NAPLAN assessments were conducted over a three-week period in Term 2, 2022 from Tuesday 10th May - Friday 27th May. The testing period is usually only 11 days but was extended by ACARA for another 5 days due to high student absences and home-schooling testing across Australia because of the Covid-19 pandemic.

Newborough Primary School was also impacted greatly during this time with both staff and student absences during the scheduled testing time. There were originally 16 scheduled NAPLAN Tests in Weeks 3 and 4 of Term 2 for Year 3 and 5. However, 40 Year 3 and Year 5 students missed either 1 or more NAPLAN tests from their original scheduled tests resulting in 59 missed tests in the first week that needed to be administered again. Over the three week period, almost all students sat all four assessments. However, many students were either precovid sick or had just come back from the illness. This was a very challenging time at NPS juggling both staff and student absences and the mandated NAPLAN assessments.

As a result of the issues faced with NAPLAN this year, no reliable comparative data across Australia could be ascertained by ACARA. However, overall, based on our knowledge of the current cohorts tested IN 2022 and the conditions in which the testing was mandated to be conducted, NPS was pleased the results are as they are. While we do not have comparative data, other data and evidence shows we are performing at standard across all assessments.

## NAPLAN TARGETS 2021-2024

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### Achievement

**NAPLAN performance in Year 3 Reading, Writing, Language Conventions and Numeracy will consistently match or exceed that of like schools.**

- This target was met in all assessments except for in Numeracy, where the Year 3 cohort scored just below that of our like schools.

**NAPLAN performance in Year 5 Reading, Writing, Language Conventions and Numeracy will consistently match or exceed that of like schools.**

- This target was met in all assessments except for in Writing, where the Year 5 cohort scored just below that of our like schools.

### Progress

- The cancellation of the 2020 NAPLAN assessment means there will be no past achievement or progress data displayed for the current Year 5 cohort from Year 3.

# STUDENT ACHIEVEMENT AND PROGRESS - NAPLAN 2022

## Numeracy:

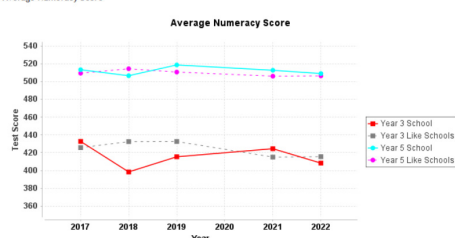
Both the Year 3 and Year 5 cohorts performed within our expectations, although the Year 3 Numeracy Mean data is 8 points below that of Like Schools. NPS has implemented the Oxford Mathematics program this year. These results are not indicative of this program as staff had only just implemented the program 3 months prior.

NPS continues to develop staff mathematical content pedagogical knowledge of the WA Curriculum including providing students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability strands.

NUMERACY 2022	YEAR	NPS Mean	All WA Schools Mean	Australian Mean	Like School Mean
	3	408	393		416
	5	509	485		506

WA PUBLIC SCHOOLS	YEAR 3 NUMERACY 2022		YEAR 5 NUMERACY 2022	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	23%	33%	33%	29%
Middle 60%	69%	56%	56%	59%
Bottom 20%	8%	10%	11%	11%

Average Numeracy Score



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	433	426	513	509
2018	398	432	507	514
2019	415	433	519	511
2021	425	415	513	506
2022	408	416	509	506

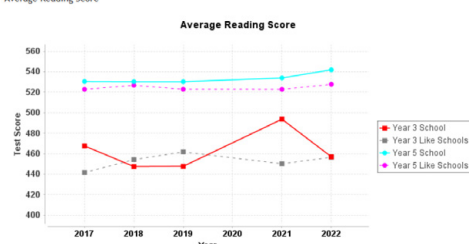
## Reading:

Both the Year 3 and Year 5 cohorts performed within our expected range. Both performed above Like Schools with the Year 5 cohort significantly above that of the Like Schools. This reflects a stable trend in the reading results at Newborough Primary School over the past four years with our focus continuing on explicit teaching of phonemic awareness, comprehension, vocabulary, phonics, and fluency through guided reading in the classroom along with better differentiation of teaching reading to our support, benchmark and extension students. This includes assessing all students on standardised reading assessments. NPS also conducts an intervention reading program in PP-2 called MiniLit.

READING 2022	YEAR	NPS Mean	All WA Schools Mean	Australian Mean	Like School Mean
	3	457	425		456
	5	542	501		527

WA PUBLIC SCHOOLS	YEAR 3 READING 2022		YEAR 5 READING 2022	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	29%	29%	52%	30%
Middle 60%	57%	61%	38%	61%
Bottom 20%	14%	10%	10%	9%

Average Reading Score



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	468	442	530	523
2018	448	454	530	527
2019	448	462	530	523
2021	494	450	534	523
2022	457	457	542	528

# STUDENT ACHIEVEMENT AND PROGRESS - NAPLAN 2022

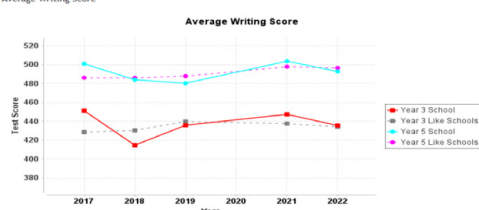
## Writing:

Both the Year 3 and 5 cohorts performed within our expected range although the Year 5 cohort achieved 4 points below that of our like schools. The instructional focus has continued to be on the 10 elements of writing; Audience, Text Structure, Ideas, Persuasive Devices, Vocabulary, Cohesion, Paragraphing, Sentence Structure, Punctuation, Spelling as well as the implementation of whole school editing codes. As a strategy, NPS implemented a NAPLAN Writing Preparation program for Years 2-6 in 2020. In 2022, we have introduced using the Brightpaths Writing Pairwise Assessment Tool to value add to teacher judgements of student writing in Pre-primary to Year 6. Teacher moderation of student writing occurs twice per year through this tool to ensure consistent and comparable judgements of writing abilities, along with the NAPLAN data.

NUMERACY 2022	YEAR	NPS Mean	All WA Schools Mean	Australian Mean	Like School Mean
	3	436	415		434
5	<b>493</b>	475		497	

WA PUBLIC SCHOOLS	YEAR 3 NUMERACY 2022		YEAR 5 NUMERACY 2022	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	<b>36%</b>	34%	24%	27%
Middle 60%	54%	56%	65%	65%
Bottom 20%	10%	10%	<b>10%</b>	8%

Average Writing Score



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	451	429	501	486
2018	415	431	484	486
2019	436	440	480	488
2021	448	438	504	498
2022	436	434	493	497

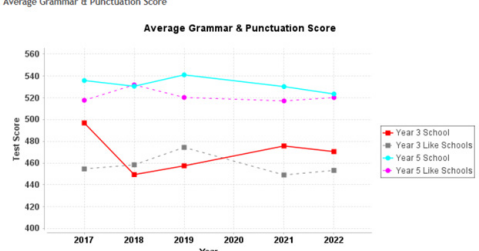
## Grammar and Punctuation:

The Year 3 and 5 cohorts performed within our expected range which could be due to the effect of the school's explicit teaching of grammar and punctuation with transference into writing program.

NUMERACY 2022	YEAR	NPS Mean	All WA Schools Mean	Australian Mean	Like School Mean
	3	471	424		453
5	524	495		520	

WA PUBLIC SCHOOLS	YEAR 3 NUMERACY 2022		YEAR 5 NUMERACY 2022	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	<b>33%</b>	26%	<b>31%</b>	30%
Middle 60%	<b>63%</b>	62%	60%	59%
Bottom 20%	<b>4%</b>	11%	<b>8%</b>	11%

Average Grammar & Punctuation Score



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	497	455	536	518
2018	449	458	531	532
2019	457	474	541	520
2021	476	449	530	517
2022	471	453	524	520

# STUDENT ACHIEVEMENT AND PROGRESS - NAPLAN 2022

## Spelling:

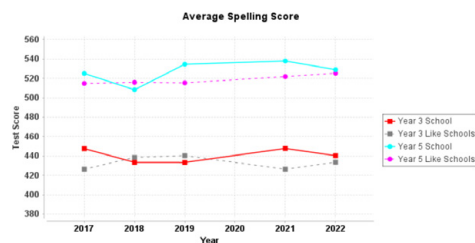
Both the Year 3 and 5 cohorts performed within expectation: and above Like Schools. We also have more students in the Top 20% than our Like Schools. Newborough Primary School has had Soundwaves as one of our main supporting programmes in spelling across Years 1 to 6 with Kindergarten to Year 1 students also being taught phonological awareness and phonics through the Promoting Literacy Development (PLD) program. The continued focus in 2023 will still be on the explicit teaching of:

- high frequency words and spelling strategies,
- phonemic awareness,
- graphophonic knowledge (sound/symbol relationship)
- morphemic knowledge (smallest meaning of units in a word (eg plurals, prefixes, suffixes etc)
- etymology knowledge (word origins)
- transference of spelling into writing.

READING 2022	YEAR	NPS Mean	All WA Schools Mean	Australian Mean	Like School Mean
	3	440	412		434
5	529	503		525	

WA PUBLIC SCHOOLS	YEAR 3 READING 2022		YEAR 5 READING 2022	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
Top 20%	33%	27%	42%	28%
Middle 60%	58%	61%	50%	60%
Bottom 20%	8%	12%	8%	11%

Average Spelling Score



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	448	426	525	515
2018	433	439	508	516
2019	433	440	535	515
2021	448	426	538	522
2022	440	434	529	525

# STUDENT ACHIEVEMENT AND PROGRESS - NAPLAN 2022

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As part of the School Improvement cycle (Act, Assess, Plan), Newborough Primary School uses evidence to drive decision making at all levels of the school. This evidence informs, or validates, the directions of whole school programs and procedures, strategic and operational targets; as well as cohort, classroom, sub-group and individual student targets, teaching, assessment and learning plans.

Systemic, school and classroom assessment data is used as this evidence and is analysed through a Line of Inquiry process. The Line of Inquiry questions Newborough Primary School usually uses is:

**1. What do we see in these data?**

**2. Why are we seeing what we are?**

**3. What, if anything, are we going to do about it?**

We need to continually ask ourselves the hard questions and know the needs of every student, and how to teach them, to continue to progress.

The NAPLAN data presented in this report is school level data. At face level, Newborough Primary School has performed satisfactorily on all NAPLAN Assessments in Year 3 and Year 5 this year although comparative data is not available.

However, this data does not look at individual student performance, which is accessed through the Student Information and Achievement System through the Department of Education. It is in this platform that staff analyse individual student performance, following Lines of Inquiry that may present based on the data. For example, if a student has not performed as expected, does their attendance rate and Attitude, Behaviour and Engagement present possible evidence and reasons for their performance. Other key considerations may be student potential, home support, and our own teaching quality. In 2022, student performance may also be reflective of the Covid-19 illnesses present in the community at the time of testing. Many staff and students were absent during the testing period and students needed to participate in other catchup testing times.

The NAPLAN assessments provide information on student achievement at the time of testing. However, best practice sees NPS staff use a range of other evidence-based data sources when making educational decisions, such as student grades for Reporting to Parents or for the assessment of learning and for learning as any single assessment score is subject to environmental or motivational influences which can affect its accuracy. Observations, feedback conversations, assessments and student product all form part the data triangulation sources NPS uses. The NAPLAN scores of students are also equated against grades and are used as a moderation tool also through data triangulation to see if student performance matches the grades teachers allocate. If these differ greatly, teachers investigate or validate the grades students were given with other assessments and work.

Along with the use of different data sources, and to assist with comparable and consistent student judgements of student achievement, staff moderate continuously to ensure their grading is accurate for the Reporting to Parent Grade allocations at the end of Semester One and Semester Two.

Staff also analyse what students could and could not answer in the NAPLAN assessments and ascertain strengths and gaps in student learning from the data. However, while this data is intended for schools to inform teaching and learning programs, we must keep in mind that the data is 6 months old by time schools receive the data, after the assessments were conducted in May. As a teacher's core business is to continually monitor student progress, provide individual student feedback and differentiate for learning needs on the Western Australian Curriculum, including Students at Educational Risk plans, it may be that some of the data is outdated for the needs of the school and student and instead validates school programs and current student achievement, rather than informs future directions.

# WHERE TO FROM HERE? BUSINESS PLAN ROAD MAP 2023

## Newborough Primary School Business Plan 2021-2024

In 2022, Newborough Primary School was in the second year of the 2021-2024 Business Plan. To value add to the current student achievement and progress; to aspire to have every student achieve year on year growth, and to continue to achieve the aspirations of the Business Plan, Newborough Primary School developed a Road Map to guide our direction in 2023, based on the needs of the school.

NEWBOROUGH PRIMARY SCHOOL – BUSINESS PLAN ROAD MAP 2023					
Our vision: Seek to Learn		Our ethos: Think – Create-Collaborate		Our values: Respect – Teamwork – Kindness-Challenge Yourself	
<b>TARGETS (2021-2024)</b>	<b>Achievement</b>				
	<ul style="list-style-type: none"> <li>NAPLAN performance in Year 3 Reading, Writing, Language Conventions and Numeracy will consistently match or exceed that of like schools.</li> <li>NAPLAN performance in Year 5 Reading, Writing, Language Conventions and Numeracy will consistently match or exceed that of like schools.</li> </ul>				
	<b>Progress</b>				
	The progress of the stable cohort from Year 3 to Year 5 will consistently match or exceed that of like schools in Reading, Writing, Language Conventions and Numeracy in NAPLAN.				
PILLARS		ASPIRATIONS			
<b>EMPOWER SUCCESS STUDENTS</b>	<b>THE EARLY YEARS</b> Support every student in the early years social, emotional and wellbeing development and academic learning	<b>STUDENT MENTAL HEALTH AND WELLBEING</b> Develop the personal and social attributes that enhance student health and wellbeing	<b>LITERACY AND NUMERACY</b> Progress student's literacy and numeracy growth by a year every year	<b>CONTEMPORARY AND EMERGING WORK CAPABILITIES</b> Equip students with the contemporary and emerging work capabilities needed to ensure they have the skills needed for the future	<b>CULTURAL RESPONSIVENESS</b> Enable Aboriginal students to succeed as Aboriginal people
	<b>ENHANCE COLLABORATIVE STAFF</b>	<b>STUDENT ACHIEVEMENT DATA</b> Foster professional practices to ensure staff proficiency and collective understanding and reflection of relevant assessment data, analysis and the informed impact on the teaching and learning program to drive student achievement	<b>STAFF DEVELOPMENT</b> Strengthen support and enhance professional growth for all staff in all roles for a positive school culture that promotes and inclusive environment for teaching and learning excellence; and support and mentoring for aspirant leaders	<b>LEADERSHIP STRATEGY</b> Enhance a strong performance culture of leaders across the school	<b>SCHOOL IMPROVEMENT</b> Use evidence to drive decision making for school improvement
<b>ENRICH STRONG COMMUNITY</b>	<b>DECISION MAKING</b> School, School Board, P&C, parents, students and community members have meaningful roles in school decision-making at different levels of responsibility	<b>COMMUNICATION</b> Use a range of effective and contemporary communication strategies to foster positive school-community relationships	<b>COMMUNITY COLLABORATION</b> Enhance strong school, family and community partnerships to improve student wellbeing, engagement and learning outcomes.		

### Initiatives for 2023

#### A Students – Progress student' literacy and numeracy growth by a year every year

Owner: Karen Tucknott

A1 Review and strengthen Literacy blocks to include the science of reading components (phonics, phonemic awareness, vocabulary, fluency, and comprehension) including oral language	Owner: Vicki Tennant, Lauren Danker, Karen Tucknott
A2 Strengthen Literacy blocks to continue explicit instruction in writing	Owner: Nadine Murray
A3 Review the literacy scope and sequences across year levels, including a review of the PLD SSPP to align with the Department's Year 1 Phonics initiative to be implemented in Semester 1, 2023.	Owner: Vicki Tennant
A4 Strengthen the teaching, assessment, learning, differentiation, and assessment of Oxford Maths as the whole school maths program	Owner: Elisa Phillips
A5 Consolidate the numeracy scope and sequence across year levels	Owner: Elisa Phillips
A6 Strengthen the case management approach to students at educational risk	Owner: Nick Stenhouse
A7 Develop a whole school pedagogical approach to Gifted and Talented, High Potential identification and differentiation adjustments, including critical and creative thinking instruction	Owner: Nadine Murray, Elisa Phillips

### NEWBOROUGH PRIMARY SCHOOL – BUSINESS PLAN ROAD MAP 2023

### Initiatives for 2023

#### B. Staff - High Quality Teaching - Build staff capacity in teaching, learning and assessment.

Owner: Karen Tucknott

B1 Review and strengthen the Explicit Direct Instruction whole school model to lesson structure to include more High Impact Teaching Strategies and Instruction (HITS)	Owner: Lauren Danker, Elisa Phillips
B2 Strengthen processes for staff to monitor and align their planning, teaching, and assessment to DoE's Quality Teaching Strategy and Curriculum Support Materials.	Owner: Karen Tucknott
B3 Strengthen staff understanding and use of moderation as an integral tool for assessment, as assessment and after assessment; including strengthening staff intentional design of assessment tools before moderation task are given.	Owner: Elisa Phillips, Karen Tucknott
B4 Strengthen the use of ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.	Owner: Nick Stenhouse
B5 Improve the use of knowledge, understanding, planning, teaching and assessment of the Digital Technologies Learning Area	Owner: Nick Stenhouse
B6 Research and implement workplace staff health and wellbeing initiatives	Owner: Nick Stenhouse

#### C Community - Relationships- Building effective community relationships.

Owner: John Worthy, Karen Tucknott, Nick Stenhouse

C1 Continue to build processes and practices to be culturally safe and responsive school, including through recruitment of an Aboriginal and Islander Education Officer in 2023	Owner: John Worthy, Karen Tucknott, Nick Stenhouse
C2 Develop a Communications Framework to foster an open and supportive environment of two-way communication between staff, parents, students, and the community.	Owner: Karen Tucknott, Nick Stenhouse
C3 Utilise the Newborough Primary School library more effectively through opening before school and during lunch times.	Owner: Karen Tucknott, Sharon Singleton

# NATIONAL SCHOOL OPINION SURVEY 2022

In 2022, Newborough Primary School conducted a National School Opinion Survey which is mandated to be conducted again in 2023 with Parents, Staff and Students in Years 5 and 6.

Below is a summary of the results.

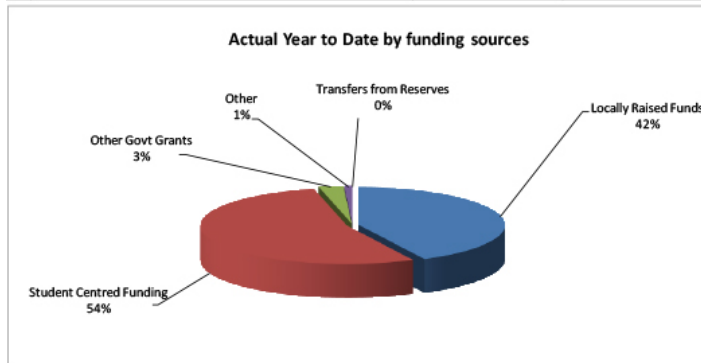
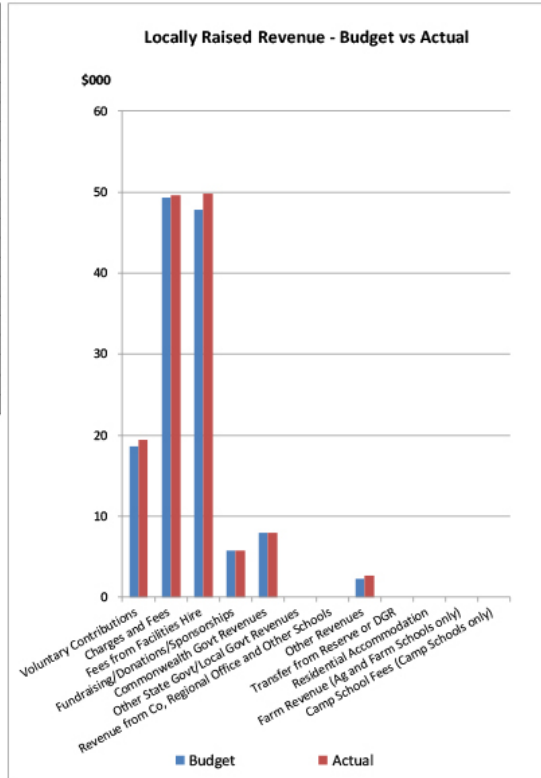
NPS 2022 Parent Survey Analysis						
Questions	2016	2018	2020	2022	Change	Comment
Respondents	51	76	52	87		
Teachers at this school expect my child to do his or her best	4.4	4.2	4.2	4.4	+0.2	<b>Strengths</b> <b>Most improved areas</b> <ul style="list-style-type: none"> <li>The school takes Parents' opinions seriously</li> <li>The school has a strong relationship with the local community</li> </ul> <b>Highest Scoring Areas:</b> <ul style="list-style-type: none"> <li>Teachers at this school expect my child to do his or her best</li> <li>My child feels safe at this school</li> <li>I can talk to my child's teacher about my concerns</li> <li>My child's teachers are good teachers</li> <li>Teachers at this school care about my child</li> </ul> <b>Areas for Improvement</b> <ul style="list-style-type: none"> <li>The school takes parents opinions seriously</li> <li>Teachers at this school provide my child with useful feedback</li> <li>The school looks for ways to improve</li> <li>The school works with me to support my child's learning</li> <li>The school has a strong relationship with the local community.</li> </ul>
Teachers at this school provide my child with useful feedback	4.1	3.9	3.8	4.0	+0.2	
Teachers at this school treat students fairly	4.1	4.0	3.9	4.2	+0.3	
The school is well maintained	3.9	4.0	4.0	4.1	+0.1	
My child feels safe at this school	4.6	4.2	4.1	4.4	+0.2	
I can talk to my child's teachers about my concerns	4.5	4.1	4.1	4.4	+0.3	
Student behaviour is well managed at this school	4.2	3.9	3.8	4.1	+0.3	
My child likes being at this school	4.6	4.2	4.1	4.4	+0.3	
This school looks for ways to improve	4.2	4.1	3.7	4.0	+0.3	
This School takes Parents' opinions seriously	4.0	3.7	3.2	3.8	+0.6	
Teachers at this school motivate my child to learn	4.2	3.9	4.0	4.2	+0.2	
My child is making good progress at this school	4.2	3.9	4.0	4.2	+0.2	
My child's learning needs are being met by this school	4.1	3.8	3.8	4.1	+0.3	
The school works with me to support my child's learning	4.1	3.8	3.6	4.0	+0.4	
This school has a strong relationship with the local community.	4.3	4.0	3.3	4.0	+0.7	
This school is well led	4.0	3.9	3.8	4.1	+0.3	
I am satisfied with the overall standard of education achieved at this school.	4.1	3.9	3.9	4.1	+0.3	
I would recommend this school to others	4.2	4.1	3.7	4.1	+0.4	
My child's teachers are good teachers	4.4	4.2	4.1	4.4	+0.3	
Teachers at this school care about my child	4.4	4.1	4.1	4.4	+0.3	
<b>Average</b>	4.02	<b>3.99</b>	<b>3.86</b>			
<b>Key</b>	concern <3.5			satisfactory 3.5-3.9	Very good 4.0-4.4	Excellent 4.5-5.0

NPS 2022 Student Survey Analysis						
Questions	2016	2018	2020	2022	Change	Comment
Respondents						
My teachers expect me to do my best	4.6	4.6	4.6	4.2	-0.4	<b>Strengths</b> <b>Most improved areas</b> <ul style="list-style-type: none"> <li>My school looks for ways to improve</li> <li>My school is well maintained</li> <li>Student behaviour is well managed at my school</li> </ul> <b>Highest Scoring Areas:</b> <ul style="list-style-type: none"> <li>I feel safe at my school</li> <li>My school looks for ways to improve</li> </ul> <b>Areas for Improvement</b> <ul style="list-style-type: none"> <li>My School takes student's opinions seriously</li> <li>I can talk to teachers about my concerns</li> <li>Teachers at my school treat students fairly</li> <li>My teachers provide me with useful feedback about my schoolwork</li> </ul>
My teachers provide me with useful feedback about my schoolwork	4.0	4.3	4.3	4.0	-0.3	
Teachers at my school treat students fairly	3.4	4.2	4.1	3.8	-0.3	
My school is well maintained	3.6	4.0	4.1	4.2	+0.1	
I feel safe at my school	4.2	4.4	4.4	4.4	=	
I can talk to teachers about my concerns	3.9	4.1	3.8	3.6	-0.2	
Students behaviour is well managed at my school	3.2		4.0	4.1	+0.1	
I like being at my school	4.0	4.2	4.2	3.9	-0.3	
My school looks for ways to improve	4.1	4.4	4.2	4.4	+0.2	
My school takes students' opinions seriously	3.7	3.9	3.9	3.7	-0.2	
My teachers motivate me to learn	4.1	4.1	4.4	4.0	-0.4	
My school gives me opportunities to do interesting things	3.9	4.0	4.2	4.2	=	
My teachers are good teachers		4.5	4.6	4.3	-0.3	
My teachers care about me		4.2	4.4	4.2	-0.2	
<b>Average</b>						
<b>Key</b>	concern <3.5		satisfactory 3.5-3.9	Very good 4.0-4.4	Excellent 4.5-5.0	

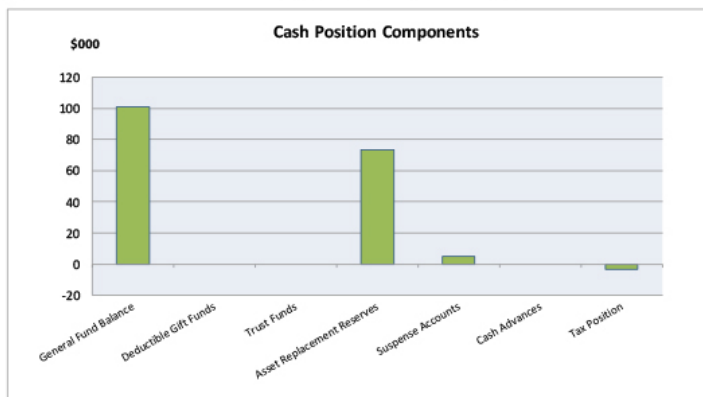
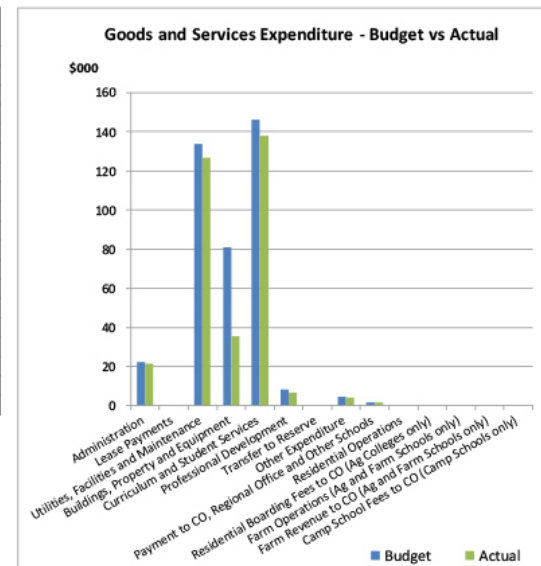
# FINANCIAL SUMMARY 2022

## NPS Financial Summary as at 31 December 2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 18,640.00	\$ 19,445.02
2 Charges and Fees	\$ 49,328.00	\$ 49,562.67
3 Fees from Facilities Hire	\$ 47,777.00	\$ 49,848.22
4 Fundraising/Donations/Sponsorships	\$ 5,748.96	\$ 5,748.57
5 Commonwealth Govt Revenues	\$ 8,000.00	\$ 8,000.00
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 2,229.00	\$ 2,653.03
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 131,722.96</b>	<b>\$ 135,257.51</b>
Opening Balance	\$ 142,727.81	\$ 142,727.81
Student Centred Funding	\$ 157,262.23	\$ 157,262.22
<b>Total Cash Funds Available</b>	<b>\$ 431,713.00</b>	<b>\$ 435,247.54</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 431,713.00</b>	<b>\$ 435,247.54</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 22,140.00	\$ 21,463.28
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 133,622.00	\$ 126,575.38
4 Buildings, Property and Equipment	\$ 80,883.42	\$ 35,324.55
5 Curriculum and Student Services	\$ 146,158.99	\$ 137,968.52
6 Professional Development	\$ 8,246.00	\$ 6,746.33
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 4,505.00	\$ 4,283.10
9 Payment to CO, Regional Office and Other Schools	\$ 1,805.00	\$ 1,805.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 397,360.41</b>	<b>\$ 334,166.16</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 397,360.41</b>	<b>\$ 334,166.16</b>
Cash Budget Variance	\$ 34,352.59	



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 176,284.37</b>
Made up of:	
1 General Fund Balance	\$ 101,081.38
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 73,622.19
5 Suspense Accounts	\$ 4,773.80
6 Cash Advances	\$ -
7 Tax Position	\$ (3,193.00)
<b>Total Bank Balance</b>	<b>\$ 176,284.37</b>



seek to Learn



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NEWBOROUGH PRIMARY SCHOOL

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AN INDEPENDENT PUBLIC SCHOOL