

2017 Annual Report to the School Community



School Name: Roxburgh Rise Primary School

School Number: 5493



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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 18 April 2018 at 10:28 AM by Chris Bozikas (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 27 April 2018 at 03:18 PM by Sarah Blake (School Council President)





About Our School

School Context

Roxburgh Rise Primary School, located in Roxburgh Park, opened in January 2005 and caters for students Foundation (Prep) to Grade 6. The school employs 88 staff: 3 Principal Class, 68 Teachers and 17 Education Support Staff and is a member of the Hume Moreland Network in the North-Western Victoria Region. Our end of 2017 student enrolment number was 819.

Our school community is multicultural with approximately 30 languages represented, the most dominant being English, Arabic, Assyrian and Turkish. The school's SFO (Student Family Occupation) is 0.7341.

Through its values of Respect, Inclusiveness, Support and Excellence, RRPS is committed to providing students with opportunities to become successful life-long learners.

A curriculum based on the Victorian Curriculum, includes Physical and Sport Education, Music, Visual Arts, Performing Arts, Italian and English as an Additional Language (EAL) support. Extra-curricular activities include choir, instrumental groups, sports, gardening club and KidsMatter clubs. Information and Communication Technology is integrated into the curriculum through the Digital Device program using Netbooks and iPads. Equity funding for the past two years has enabled the school to employ Teaching and Learning Leaders to work with professional learning teams to build teacher capacity, specifically in the areas of literacy and numeracy, additional EAL specialist staff and educational resources to support student learning.

A range of Education Support Staff, including a Speech Pathologist, Student Wellbeing Officer/Psychologist, First Aid Officer, Integration and Multicultural Aides work with dedicated teaching staff to provide a happy and engaging learning environment that enables students to develop their social competencies, resilience and self-esteem. The school supports positive mental health and wellbeing of all students through the KidsMatter initiative. There are several student leadership roles, including School Captains, House Captains and a Junior School Council with student representatives from years 3 to 6.

The school's Community Hub, co-ordinated by a Community Liaison Officer, provides a meeting place for community members to connect to the school, share and learn skills, meet new people and access services. Hub activities include Playgroups, Adult English Classes, Garden to Table cooking program, Breakfast Club and a variety of community events. Parents are invited to be involved in activities such as helping in classrooms, excursions, whole school events and activities such as a Family Maths Night, biennial Art Show and school concert.

Framework for Improving Student Outcomes (FISO)

In 2017 we focused on the following FISO improvement initiatives and Key Improvement Strategies:

Building Practice Excellence

- To align and improve teaching and learning practices throughout the school through the implementation of an agreed Teaching and Learning Instructional Model.
- To build the capacity of teachers to give timely student feedback that connects to student learning.
- To increase teacher confidence in mathematics, by building maths knowledge, content and skills.

Curriculum Planning & Assessment.

- To build the capacity of teachers to use data to identify students' point of need and differentiate learning tasks.

The strategies that we implemented enabled us to achieve the following improvements in practice:

- Planning documents and teaching practices are consistent throughout the school and reflect a followed Instructional Model.



- Learning intentions and success criteria is made explicit in the classroom and students are receiving timely and explicit feedback from teachers on their learning.
- Teachers are consistently using feedback strategies with students and assisting them to move forward in their learning.
- Maths instruction has been enhanced and there are consistent practices throughout the school
- Maths resources and anchor charts have been developed and used to create classrooms environments that best support student learning in Maths.
- Teachers are using their student data to effectively identify students' point of need and are adjusting their learning programs and teaching strategies to cater for these needs.
- Data boards are being used to monitor student progress at a cohort level and students identified as not showing growth are targeted through intervention strategies.
- Teachers are planning differentiated challenging learning tasks to move students forward in their learning.
- Staff are being supported in planning for and assessment of EAL students by the EAL specialist staff.
- Classroom teachers are implementing effective EAL strategies, which are moving students along the EAL continuum.

Achievement

Our 2017 Teacher Assessment data indicates the percentage of students working at or above age expected standards in English and Maths is below the middle 60% of Victorian government primary levels. When comparing our results with matched schools, our performance is similar.

NAPLAN data indicates our school achieved results that are similar to comparable schools in all areas in Grade 3 and 5. While we achieved slightly outside the range of results for the middle 60% of Victorian government primary year levels in all areas, our Year 3 and Year 5 Reading results show that we have moved closer to the middle 60% range as compared to last year. The majority of our students attained medium learning gain from Year 3 to Year 5 in Reading, Numeracy, Spelling and Grammar & Punctuation as measured by NAPLAN. This was an improvement to last year's learning gain.

All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

As part of a whole school improvement strategy, teachers will continue to regularly review assessment data and plan a teaching and learning program which targets individual student learning needs. Teaching & Learning Leaders will continue to build the capacity of teachers and to support students in their learning. Emphasis on the implementation of the High Impact Strategies will shape our Professional Learning schedule, with a strong focus on Goal Setting, Metacognitive Strategies and Feedback. Our first and second phase students who have English as an Additional Language (EAL) will continue to be supported through an intensive language program implemented by specialised EAL staff. Through the development & implementation of a school agreed Peer to Peer Observation Model teachers will be able to reflect and improve on their practice.



Engagement

Our average number of student absence days during 2017 was above the median for all Victorian government primary schools, yet similar to comparable schools. At least 23% of our 2017 student absences were due to extended family holidays. International travel is popular amongst our school community, as many of our students have family living overseas. The proportion of absences that are unexplained has remained lower than previous years' by improving communication between parents and the school through the increased use of the school's Flexibuzz application. A weekly class attendance award encourages communal responsibility for student attendance. The school will introduce a new attendance reporting system (Compass) in 2018 in an effort to address non-attendance.

A range of extensive extra-curricular activities complements a varied and rich curriculum, with regular incursions, excursions and a camp program. The continued growth of our Community Hub, with an expanded learning program, parenting classes and playgroups has increased our ability to invite parent participation and strengthen links with the wider community. Our student leadership and house programs continue to provide engaging activities, with valued school and house captain roles.

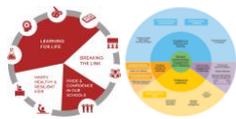
Wellbeing

Anecdotal and empirical evidence suggests students have a strong sense of wellbeing at Roxburgh Rise Primary School. Our 2017 Connectedness To School score, as measured by the Attitudes to School Survey, demonstrates we have similar results to schools with alike student backgrounds and characteristics. Our students' perceptions of the school's ability to manage bullying is above the median score for all Victorian government primary schools and our 2017 score is higher than what you would expect given the background characteristics of our students.

Roxburgh Rise Primary School is a KidsMatter school and acknowledges that successful schools start with healthy minds. All staff continue to be trained in the promotion of social and emotional learning, building a positive community and providing support for students experiencing mental health difficulties. School leadership staff are training their teams in The Berry Street Education Model and with expanded training in the future, we hope to better support all students, particularly traumatised and disengaged students. All year levels implement the *You Can Do It! Program* to embed school values and promote resilience and optimism. Every grade completes a weekly social and emotional learning lesson, including topics such as getting along, confidence and cyber safety.

An experienced and professional wellbeing team assists with the school's response to wellbeing issues. The school has maintained relationships with North West Area Mental Health Service and OnPsych, with psychologists providing even more assessment and intervention services for students and their families.

For more detailed information regarding our school please visit our website at
<http://www.roxburghrise-ps.vic.edu.au>



Performance Summary

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

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

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 765 students were enrolled at this school in 2017, 355 female and 410 male.</p> <p>71 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>52%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>50%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>49%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>48%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>54%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	52%	18%	Numeracy	39%	50%	11%	Writing	33%	49%	18%	Spelling	29%	48%	24%	Grammar and Punctuation	32%	54%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	92 %	92 %	90 %	90 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	92 %	92 %	90 %	90 %	91 %										



Performance Summary

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

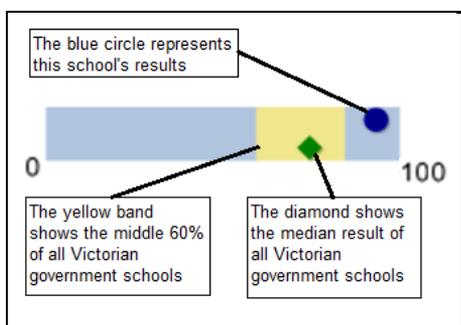
Engagement

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

Wellbeing

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

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

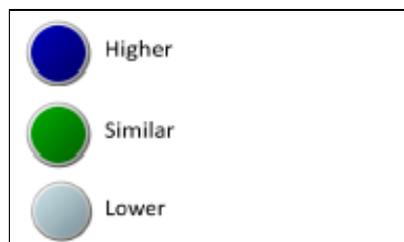


What does *School Comparison* refer to?

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

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

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



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

What does '*Data not available*' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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

Financial Performance and Position

Financial performance and position commentary

The net operating surplus was due to the following: SRP credit surplus, locally raised funds set aside for the planned oval refurbishment works, equity funding allocated to 2018, Community Hub grant to fund Community Liaison officer and Long service leave reimbursements. Additional funding which was received included: Equity funding which was used to provide Human and Physical resources to support the learning outcomes of our students, Australian Sports Commission Grant to run a sporting schools program, Teaching Academy of Professional Practice grant to support pre-service teacher training, Cultural Diversity Week grant used to implement activities during this week, Transition to School training grant to strengthen our transition into school program and CRT funding to build teacher capacity in implementing the Victorian Curriculum. Additional fundraising funds have been allocated to refurbish the school oval in 2018.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$6,764,552
Government Provided DET Grants	\$1,546,942
Government Grants Commonwealth	\$34,079
Government Grants State	\$27,000
Revenue Other	\$45,328
Locally Raised Funds	\$269,988
Total Operating Revenue	\$8,687,889

Equity¹

Equity (Social Disadvantage)	\$1,541,825
Equity Total	\$1,541,825

Expenditure

Student Resource Package ²	\$6,639,952
Books & Publications	\$6,582
Communication Costs	\$8,574
Consumables	\$190,509
Miscellaneous Expense ³	\$299,875
Professional Development	\$49,808
Property and Equipment Services	\$459,326
Salaries & Allowances ⁴	\$276,034
Trading & Fundraising	\$34,381
Travel & Subsistence	\$26
Utilities	\$12,620

Total Operating Expenditure **\$7,977,687**

Net Operating Surplus/-Deficit **\$710,203**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$868,006
Official Account	\$65,689
Other Accounts	\$625,206
Total Funds Available	\$1,558,901

Financial Commitments

Operating Reserve	\$196,641
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds incl SMS<12 months	\$862,490
Maintenance - Buildings/Grounds incl SMS<12 months	\$228,922
Revenue Received in Advance	\$88,759
Region Coordination	\$100,000
School/Network/Cluster Coordination	\$30,000
Other recurrent expenditure	\$2,089
Total Financial Commitments	\$1,558,901

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

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

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

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

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