

2021 Annual Report to The School Community



School Name: Roxburgh Rise Primary School (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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 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.

«PrincipalSignDescription»

- This 2021 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

«PresidentSignDescription»

About Our School

School context

Roxburgh Rise Primary School, located in Roxburgh Park, opened in January 2005 and is a member of the Hume Moreland Network in the North-Western Victoria Region.

In 2021, the school employed 96 staff: 3 Principal Class, 62 Teachers, which included Leading Teachers and Learning Specialists, EAL & Curriculum Specialists and 31 Education Support Staff including a Speech Pathologist, Student Wellbeing Officer/Psychologist, First Aid Officer, Integration and Multicultural Aides who work with dedicated teaching staff to provide a happy and engaging learning environment that enables students to develop their academic and social competencies, resilience and self-esteem.

There are no Aboriginal and Torres Strait Islander staff. A total of 795 students were enrolled in 2021, with 82 percent as EAL students (English as an Additional Language) and 0.5 percent ATSI (Aboriginal and Torres Strait Islander). The school does not provide any programs for overseas students.

Our school community is multicultural with approximately 30 languages represented, the most dominant being English, Arabic, Assyrian and Turkish. The school's SFOE (Student Family Occupation and Education) Index is 0.5821.

Through its values of Respect, Inclusiveness, Support and Excellence, Roxburgh Rise Primary School is committed to providing students with opportunities to become successful life-long learners. The school's vision is to provide a comprehensive curriculum that improves student learning in a safe, caring and challenging environment. Varied and extensive programs cater for student needs in an effort to improve educational outcomes. Our specialist programs include: Physical & Sport Education, Music, Visual Arts, Performing Arts, Technology, Italian and EAL support.

Extra-curricular activities such as choir, instrumental groups, Gardening Club, KidsMatter Clubs, sporting activities and wellbeing programs enrich an already engaging curriculum program. ICT is integrated into the curriculum through our Digital Device program in the classrooms.

Framework for Improving Student Outcomes (FISO)

In 2021 the school's AIP focused on implementation of the following FISO initiatives & Key Improvement Strategies (KIS):

FISO Initiative: Building Practice Excellence

KIS: Create a culture of collaboration which focuses on continuous improvement and links the learning needs of the students with the professional learning and practice of teachers.

Teachers worked in Professional Learning Communities (PLC's) and used an inquiry approach to look at student data and implement research based strategies to improve student outcomes. This has built the capacity of teachers to effectively use data and target the specific learning needs of their students.

FISO Initiative: Curriculum Planning & Assessment.

KIS: Build leadership and staff capacity to implement an effective improvement strategy in Maths & Literacy:

Teachers adopted a consistent planning and assessment approach for Maths & English which has resulted in more consistent teacher judgements of student achievement and a curriculum which is developmental and scaffolded to meet students' needs. With the support of Learning Specialists, teachers built their capacity to implement the schools Instructional Workshop model.

The school also implemented the Department's Tutor Learning Initiative to target students whose learning was impacted upon during remote learning and provided targeted support for EAL students using the new EAL Curriculum.

FISO Initiative: Health and Wellbeing

KIS: To improve teacher ability to identify students in need of self-regulation skills and provide teachers with a repertoire of strategies to assist them.

Staff received further training in the Berry Street Education Model which has resulted in the school wide

implementation of self-regulation strategies in and out of the classroom. A school wide Token Economy system was developed focusing on the positive recognition of acceptable behaviours. This has had a positive effect on student engagement. Further training and implementation of strategies will continue into 2022. Working parties developed and facilitated the implementation of Social and Emotional Learning and Berry St Education Model programs.

Through the use of the school's Compass and Showbie's platforms the school was able to successfully engage with students, parents and carers during remote and flexible learning.

The school also facilitated targeted wellbeing programs, such as, Girl Guides, Animal Assisted Therapy and social skills groups for students with specific wellbeing needs.

Achievement

Our 2021 teacher judgement of student achievement indicates the percentage of students working at or above age expected standards in English and Maths is similar to that of the previous year and slightly below that of similar schools. The school's NAPLAN benchmark growth in reading, grammar and punctuation was relative to similar schools and well above similar schools for Numeracy.

During remote and flexible learning, staff were able to engage students through live Webex sessions and instructional videos and activities posted on Showbie. Differentiated support was given to students through remote group sessions conducted by the classroom teacher, EAL staff, Level Literacy Intervention staff, Integration Aides and Allied Health staff.

As part of the DET Tutor Learning Initiative, we employed 3 tutors to work with groups of students whose learning was impacted during remote learning. The school also employed 1 teacher to work with students in maths for extension support.

Professional Learning Communities (PLC) across the school made teaching and learning more explicit and targeted through the implementation of an inquiry approach to school improvement, using student data to drive learning forward. This PLC model will continue, to ensure that the learning needs of our students continue to be met.

All students participating in the Program for Students with Disabilities have an Individual Learning Plan and are being additionally supported in the classroom by integration aides. They have shown progress at satisfactory or above in achieving their individual goals and their progress is regularly monitored and reported on through Parent Support Group Meetings.

The school underwent a School Review in 2021. The review confirmed the following highlights:

Professional Learning Communities (PLCs), continue to underpin the school's teaching and learning culture and have a dedicated focus on using data. The PLC approach assists all staff to reflect on teaching practice in response to the learning needs of their students and participate in focused professional dialogue about effective learning and teaching within a structured cycle of evidence-based planning.

The school's ongoing commitment to improve teaching practice in English was evidenced by regularly scheduled professional learning designed to build the capacity of staff in literacy curriculum knowledge, planning and assessment. The school audited existing curriculum and developed consistent planning documents aligned with the Victorian curriculum to support teachers to consistently scaffold literacy. Support for the increasing numbers of EAL students was also a focus and several initiatives ensured the needs of EAL students were considered and effectively planned for. This included EAL specialist teachers attending English planning and support from Multicultural Education Aides (MEAs).

The capacity of teachers to adopt a consistent approach to teaching mathematics and use a range of formative and summative assessments was also built through ongoing professional learning. Complementing this was the development of detailed unit planners and common assessment tasks across the school. The strategies implemented contributed to higher numbers of students making growth in mathematics.

Engagement

To support student engagement during the transition back to onsite learning, we once again focused on the use of personalised self-regulation strategies, opportunities for structured, scaffolded social interactions and restoring a strong sense of belonging. Our work in this area is reflected in our 2021 Attitudes to School survey results, indicating that our students' responses on measures of Emotional Awareness and Regulation were more positive than the State average. Our students also report higher than average life satisfaction, effort, attitudes to attendance, motivation and interest, perseverance, goal setting and sense of confidence with their learning.

Despite our students' attitudes to attendance, our school's rate of absence continues to be higher than the state average (on average: 19.9 days of absence per student at RRPS vs 14.7 days of absence per student in Victoria). The population in the local government area of Hume had one of the highest rates of Covid-19 infection in Victoria, and this was reflected in our student absences. Roxburgh Rise Primary School worked with families to ensure students were at school and learning during periods of onsite instruction. The school continued to ask parents to notify the school of any absence. Communication via the Compass app increased and we will continue to use this application to communicate with parents and encourage attendance. Calls and/or home visits were made to families with extended periods of absence.

Many extra-curricular activities such as incursions, excursions, camps and interschool sports were unfortunately cancelled due to Covid-19 but will hopefully resume in 2022. We will continue to offer KidsMatter lunchtime programs to engage students in the schoolground and will continue to implement a whole school Token Economy System to encourage positive engagement in and out of the classroom.

Wellbeing

Roxburgh Rise Primary School participated in the Attitudes to School Survey during 2021. We continue to be pleased with our 4-year-average results for both Sense of Connectedness and Management of Bullying which indicates our efforts to maintain high levels of student wellbeing have been successful, with a better performance than similar schools as well as a better performance than the State average. Teaching staff monitored student wellbeing during periods of lockdown through surveys and private conversations with students and parents via Webex. Allied health and integration aide staff continued to run small group activities online, provided support for parents and gave individual assistance to students via telehealth. Our school modified the delivery of health and wellbeing supports to students and their families with the creation of a virtual allied health centre, which has been well received by the school community.

2021 Attitudes to School Survey results indicate that our students report relatively high resilience levels when compared to other students in the State of Victoria. Despite the good result, we want to equip our students with strategies to develop more resilience, particularly after the impact of the pandemic. Hence, our work with social and emotional learning will continue, with the addition of Respectful Relationships into the curriculum. All staff continue to be trained in the Berry Street Educational Model so that we can better support all students, particularly traumatised and disengaged students. All classrooms continue to complete weekly social and emotional learning lessons to embed school values and promote resilience and optimism. The school has maintained relationships with Banksia Gardens, North West Area Mental Health Service, Breakthru, Be You and NDIS providers, with external operators providing even more assessment and intervention services for students and their families. Targeted specific small group intervention was offered to students with increased anxiety due to the pandemic. In 2022, specific intervention will also be offered to those students who missed out on social emotional learning opportunities due to absence from kindergarten.

A key school highlight identified by our 2021 School Review, was our whole school approach to social and emotional learning. This will continue to be a focus in our 2022 Annual Implementation Plan.

Finance performance and position

Roxburgh Rise Primary School maintained a very sound financial position throughout 2021. The School Strategic Plan, along with the 2021 Annual Implementation plan, continue to provide the framework for school council allocation of funds to support school programs and priorities.

Our school's financial performance shows a net operating surplus which was due to Student Resource Package cash & credit surplus due to a proportion of the school year spent in remote learning. Grants and long service leave reimbursements also contributed to the surplus. 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, Community Hubs Australia/Hume City Council grant to fund Community Liaison officer and Playgroup facilitators, Australian Sports Commission Grants to run sporting schools programs, Camp Australia OSHC and Canteen license fees, School Maintenance funding.

For more detailed information regarding our school please visit our website at

<http://www.roxburghrise-ps.vic.edu.au/>