

2022 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2023 at 12:49 PM by Robert Szydowski (Principal)

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

Attested on 26 April 2023 at 02:01 PM by Gretchen Gultekin (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

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 2022, the school employed 96 staff: 3 Principal Class, 52 Teachers, which included Leading Teachers and Learning Specialists, EAL & Curriculum Specialists and 22 Education Support Staff including two Speech Pathologists, Student Wellbeing Officer/Psychologist, First Aid Officer, Integration and Multicultural Aides. There are no Aboriginal and Torres Strait Islander staff members. Dedicated teaching staff provide a happy and engaging learning environment that enables students to develop their academic and social competencies, resilience and self-esteem. A total of 734 students were enrolled in 2022, with 68 percent as EAL students (English as an Additional Language) and 1.0 percent ATSI (Aboriginal and Torres Strait Islander). The school did 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 0.5704 and is valued as high. 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 instrumental groups, Garden to Table program, KidsMatter (Be You) 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school's AIP focused on the implementation of the following FISO initiatives & Key Improvement Strategies (KIS). FISO Initiative: Curriculum Planning & Assessment KIS: Strengthening the model of PLCs to build teacher practice and capabilities to improve student learning outcomes. Teachers continued to work in Professional Learning Communities (PLC's) and used an inquiry approach when looking at student data and implemented research based strategies to improve student outcomes. This has continued to build the capacity of teachers to effectively use data and target the specific learning needs of their students. In 2022, this saw teachers develop more rigour when analysing data on multiple levels to 'dig deep' into a very specific area of focus for reading and mathematics.

FISO Initiative: Building Practice Excellence KIS: Deepening the capacity of all teaching staff to embed pedagogy and evidence-based practice, to improve student learning outcomes. Teachers continued to work with leaders and received feedback, in order to refine their implementation of instructional model for mathematics and reading. Professional Learning for writing focused on the 6+1 traits, with teachers trialing some ideas in our Cross Curricular Units. This initiative is in its infancy, as the first step in developing a whole school approach to writing which will continue into 2023.

FISO Initiative: Health and Wellbeing KIS: Strengthening and embedding processes for supporting students' resilience and wellbeing. New 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. The school wide Token Economy system continues to be implemented, focusing on the positive recognition of acceptable behaviours. The Social and Emotional Learning curriculum undertook further refinement with the addition of smiling mind resources and the Respectful Relationships Curriculum from DET. Alignment between the existing SELS curriculum, Berry Street Strategies and the aforementioned additions gave rise to a scope and sequence of SELS to be introduced.

The school has continued to implement the Department's Tutor Learning Initiative to support students who need extra support or thrived during remote learning. Tutors and leaders analysed student data, selected year levels and students. Tutors then withdraw the students for 3 sessions a week to work on group learning targets based on their identified needs. The results were pleasing as evidenced by significant learning growth in the PAT Math and PAT reading assessment results.

Wellbeing

Roxburgh Rise Primary School participated in the Attitudes to School Survey during 2022. 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. We performed better when measured against similar schools as well as the State average in these areas. Our School is in the top quartile of the state on the 2022 Attitudes to School Survey in the area of "Emotional Awareness and Regulation." Our student survey results show that in the areas of student effort, motivation and interest, perseverance, self regulation, sense of confidence, life satisfaction and teacher concern we perform higher than the State average. Our work with social and emotional learning continued, with the addition of Respectful Relationships and Smiling Minds 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 continued 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, DPV Health, Ardoch, Be You and NDIS providers, with external operators providing even more assessment and intervention services for students and their families. Specific intervention was offered to those students who missed out on social emotional learning opportunities due to absence from kindergarten. Targeted intervention will continue to be a focus in our 2023 Annual Implementation Plan, via the Mental Health in Primary Schools Initiative, together with implementation of our specific, evidence-based whole school social and emotional curriculum.

Engagement

To support student engagement, 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 2022 Attitudes to School survey results, indicating that our students' responses on measures of attitudes to attendance, and student voice and agency, were more positive than the State average. Despite our students' attitudes to attendance, our school's rate of absence continues to be higher than the state average (on average: 21.1 days of absence per student at RRPS vs 17.0 days of absence per student in Victoria). As international travel resumed, many of our students went on extended family holidays as they visited family members overseas. As such, our average absence rate remained relatively high, given the diverse cultural backgrounds of our students. The school continued to ask parents to notify the school of any absence. Communication via the Compass app increased and we continue to use this application to communicate with parents and encourage attendance. An ES office staff member supported teaching staff with recording attendance correctly. Extra-curricular activities such as incursions, excursions, camps and interschool sports were resumed and fostered a sense of engagement.

Financial performance

Roxburgh Rise Primary School maintained a very sound financial position throughout 2022. The School Strategic Plan in its first year, along with the 2022 Annual Implementation plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Our school's financial performance showed a net operating surplus which was due to Student Resource Package cash & credit surplus due to staffing constraints. 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 and School Maintenance funding were received throughout the year.

For more detailed information regarding our school please visit our website at
<http://www.roxburghrise-ps.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 734 students were enrolled at this school in 2022, 341 female and 393 male.

68 percent of students had English as an additional language and 1 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).

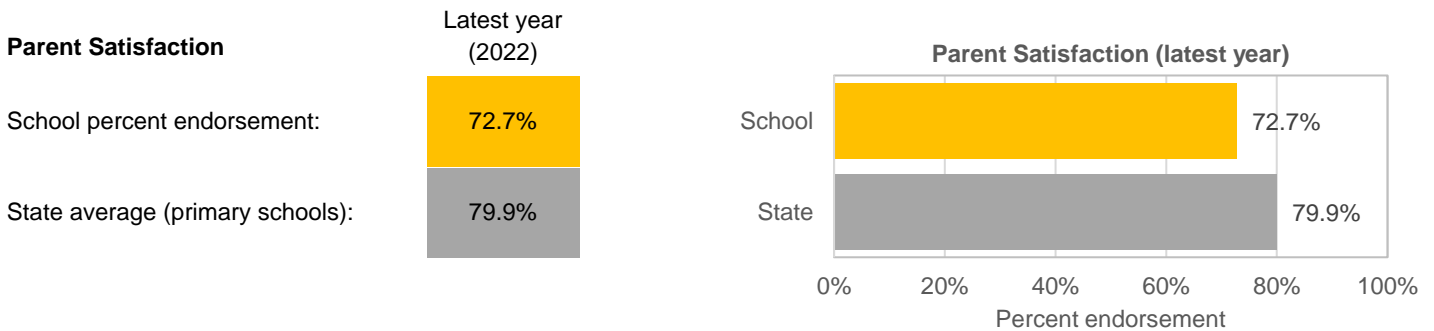
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

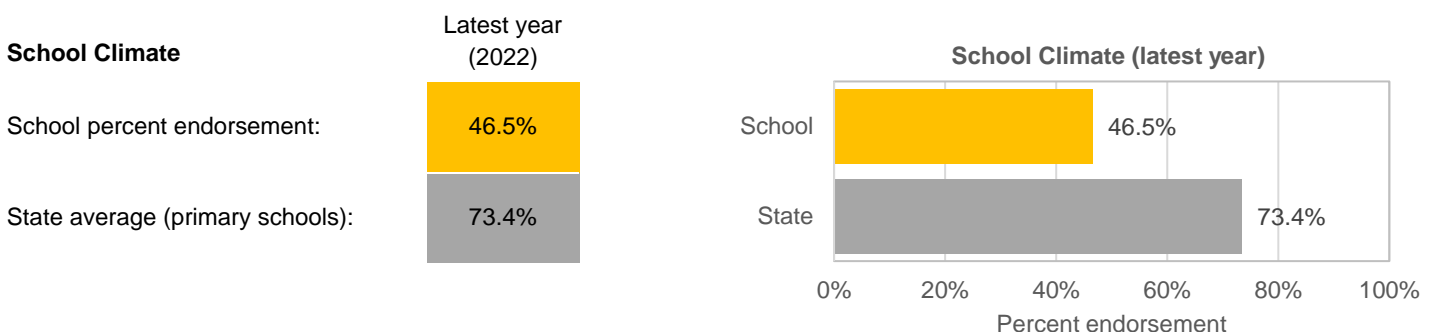


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

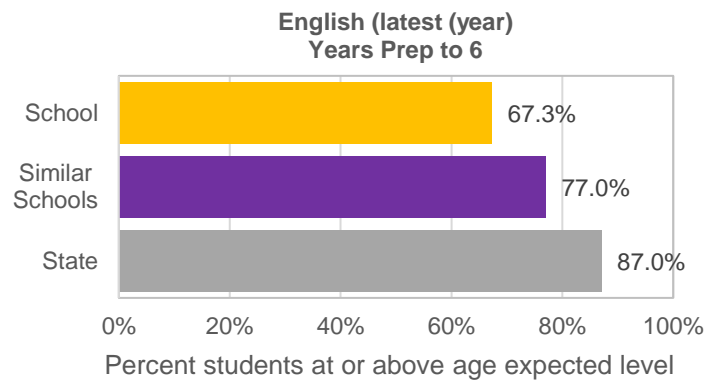
67.3%

Similar Schools average:

77.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

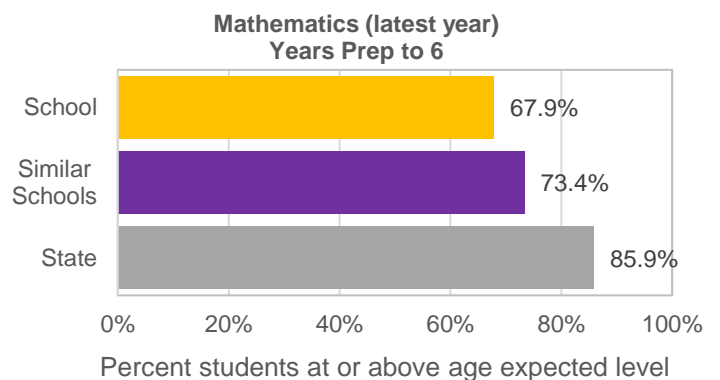
67.9%

Similar Schools average:

73.4%

State average:

85.9%



LEARNING (continued)

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

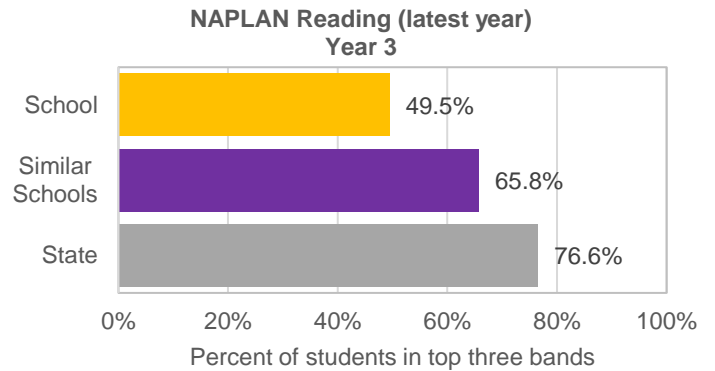
NAPLAN

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

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

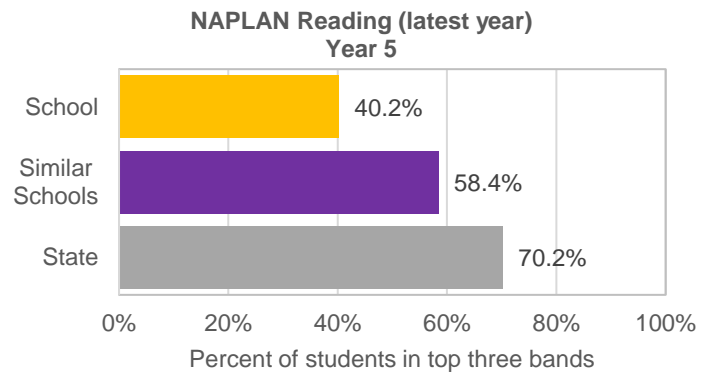
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.5%	49.5%
Similar Schools average:	65.8%	66.0%
State average:	76.6%	76.6%



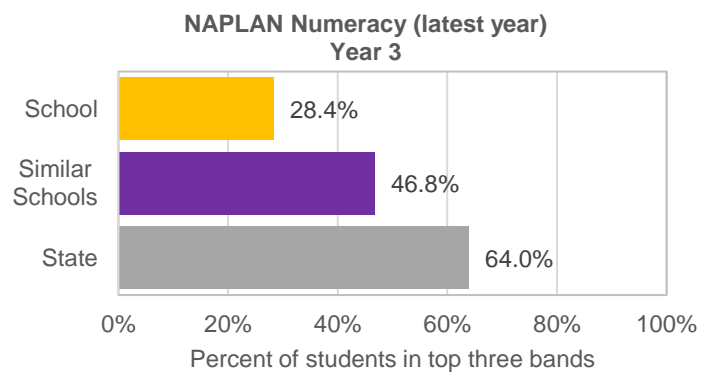
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.2%	41.8%
Similar Schools average:	58.4%	57.7%
State average:	70.2%	69.5%



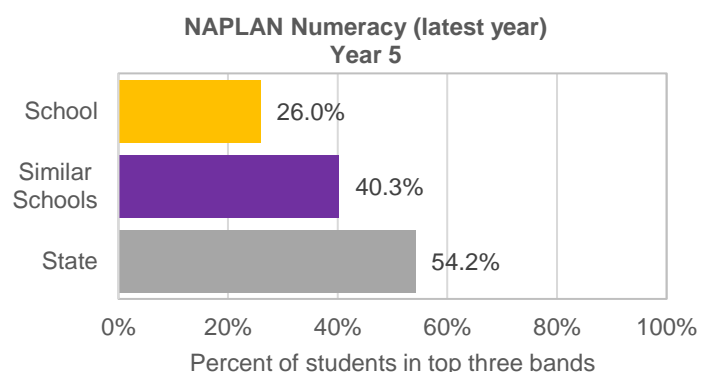
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	28.4%	38.9%
Similar Schools average:	46.8%	50.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.0%	35.0%
Similar Schools average:	40.3%	45.8%
State average:	54.2%	58.8%



WELLBEING

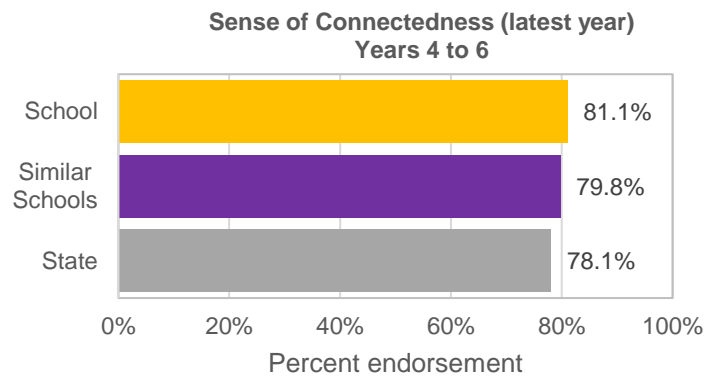
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	81.1%	82.5%
Similar Schools average:	79.8%	82.0%
State average:	78.1%	79.5%

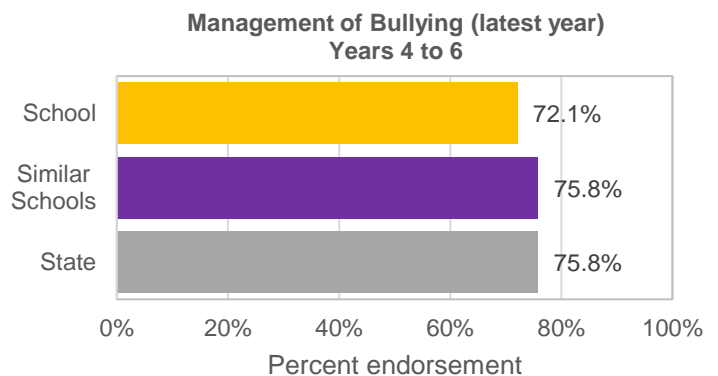


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.1%	79.7%
Similar Schools average:	75.8%	79.5%
State average:	75.8%	78.3%



ENGAGEMENT

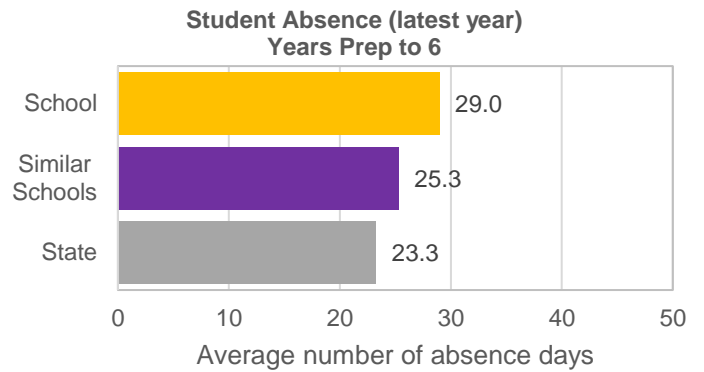
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	29.0	21.1
Similar Schools average:	25.3	19.7
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	84%	86%	86%	86%	85%	85%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,119,537
Government Provided DET Grants	\$1,387,511
Government Grants Commonwealth	\$66,313
Government Grants State	\$0
Revenue Other	\$37,762
Locally Raised Funds	\$170,248
Capital Grants	\$0
Total Operating Revenue	\$10,781,372

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,620,527
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,620,527

Expenditure	Actual
Student Resource Package ²	\$8,377,435
Adjustments	\$0
Books & Publications	\$6,735
Camps/Excursions/Activities	\$115,008
Communication Costs	\$2,755
Consumables	\$160,739
Miscellaneous Expense ³	\$30,948
Professional Development	\$59,128
Equipment/Maintenance/Hire	\$175,697
Property Services	\$362,996
Salaries & Allowances ⁴	\$404,404
Support Services	\$76,354
Trading & Fundraising	\$19,966
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,880
Total Operating Expenditure	\$9,845,043
Net Operating Surplus/-Deficit	\$936,329
Asset Acquisitions	\$35,963

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,398,107
Official Account	\$81,923
Other Accounts	\$0
Total Funds Available	\$1,480,030

Financial Commitments	Actual
Operating Reserve	\$190,377
Other Recurrent Expenditure	\$6,927
Provision Accounts	\$0
Funds Received in Advance	\$38,077
School Based Programs	\$1,313,630
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	\$580,000
Maintenance - Buildings/Grounds < 12 months	\$201,004
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,330,015

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.