2016 Annual Report to the School Community

School Name: Rowville Primary School

School Number: 5000

Name of School Principal:	Anne Babich
Name of School Council President:	Vikki Fitzgerald
Date of Endorsement:	29 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

School Context

Rowville Primary School is committed to excellence in teaching and learning. Our purpose is to provide appropriate and challenging learning experiences for each student in a secure environment that: respects individual differences; nurtures self-worth and dignity; establishes expectations for citizenship and responsible behaviour. This school has 37.36 equivalent full time staff: 2 principal class, 24.2 teachers and 10.66 education support staff. There is a clear focus on Literacy and Numeracy. Growth and development of creativity is nurtured through the visual and performing arts program. Our students have the opportunity to participate in instrumental music, school choir and a production. We teach the skills of teamwork and citizenship through our student parliament. The school is recognised for its sporting achievements and the physical education program runs from Years F-6. The Stephanie Alexander Kitchen Garden embeds Food Science for Years 3-6 and Environmental Science for Years F-6. We weave Information and Communication Technologies across all aspects of our curriculum to enhance learning. Italian is taught from Years F-6 and an online program is utilised to support the teaching of Italian from Years 3-6. In 2016 all students participating in the Program for Students with a disability made progress against their individual learning goals.

Framework for Improving Student Outcomes (FISO)

In 2017 Rowville Primary School is committed to a focus on two key initiatives:

Building Practice Excellence
- Consistently implement the whole school instructional model in literacy and numeracy.
- Use digital technology to enhance teaching and improve the inquiry curriculum.
- Consistently plan to collect and analyse data as part of the teaching and learning process.

Setting expectations and promoting inclusion
- Build the capacity of our teachers to use data to build our response to intervention framework.

We focused our work on improving our collective efficacy and teacher collaboration. In 2016 teacher collaboration results showed 71.04 and for collective efficacy 76.88. We wish to build on this to see a greater collaboration to deliver quality of our agreed, research based, instructional classroom delivery model and instructional practices across the school. We are aiming for increased depth of practice that better differentiates learning for all students.

We are working in our research teams and planning teams to build even greater efficacy in the use of data and evidence; to inform our teaching; to focus our response to intervention.

It is our aim to strengthen the professional learning program through whole school professional learning communities to support the development of practice excellence, curriculum architecture and the effective use of student and school data.

Our Attitudes to School Survey indicates that we are well above the State mean. Student safety was identified as an area where we need to undertake more work. This has led to a whole school focus on developing instructional practices that develop social emotional competencies, such as managing emotions and problem-solving challenging situations.

Achievement

In 2016 Rowville Primary School continued to ensure its main focus on improving student learning outcomes was through explicit instruction.
We aimed to increase the percentage of students making high relative growth between Year 3 and 5. We increased the percentage of students making high relative growth in both Reading and Writing. The Year 3 and 5 NAPLAN results again compared favourably against State means. We maintained exceptional improvements in Reading and Writing outcomes in Year 5 NAPLAN results. We will continue the work from 2016 by further enhancing whole school instruction in Reading and Writing.
The professional learning program for staff is centered around the continued development of a research based instructional practice with a specific focus on authentic learning. While our Year 3 NAPLAN data indicates a reduction in student achievement in Reading this is not reflected in other data collected as part of our assessment schedule. Our focus is on encouraging high achievement and increasing the proportion of high relative growth in students.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework	☐ AusVELS	☒ Victorian Curriculum	☐ A Combination of these

Engagement

As part of our improvement journey we continue to prioritise improving student engagement through the differentiation of learning. The implementation of the one to one device program has provided challenging opportunities for all students. The technology has enhanced learning opportunities for all students as a vehicle for providing ongoing feedback and enabling collaboration in learning.

Our overall student attendance approximates the State average. The school has an attendance policy and all students who are absent due to long holidays during term breaks are required to have a learning plan.

We have a whole school focus on building positive social relationships; skilling students to work in teams and supporting them to manage and resolve conflict. We have extended the leadership opportunities available for students in our school. We have developed a new student parliament structure to expand opportunities for students to participate in authentic leadership roles.

Wellbeing

The Attitude to School survey results again indicate that students feel supported and connected to school. Our Year 5 and 6 students' sense of belonging and connectedness is comparable to the State median. As a school we have an ongoing commitment to student and staff wellbeing and we will continue to work on further strengthening our wellbeing framework. Our work will build on the work carried out in 2016 around the development of the whole school positive behavioral intervention framework. We aim to provide positive support to families in important aspects of childhood and early adolescent development to enhance the support that our school is able to provide in terms of wellbeing. With staff professional learning in 2017, we are focussing our work on enabling individuals to take others' perspectives into account and to empathise with others. We continue to invest significant time and effort to support the process of transition between year levels and to primary school with our feeder childhood centres.

For more detailed information regarding our school please visit our website at
http://www.rowvilleps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels:
       Result for this school: ●   Median of all Victorian government primary year levels: ◆

School Profile

Enrolment Profile

A total of 447 students were enrolled at this school in 2016, 245 female and 202 male.
There were 23% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.

low	low-mid	mid	high

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years Foundation to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English 0 ────────────── 100 Results: Mathematics 0 ────────────── 100	🟢 Similar 🟢 Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	No Data Available No Data Available No Data Available No Data Available
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
      Result for this school: ⬤ Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 26 % 48 % 26 % Low Medium High **Numeracy** 26 % 59 % 16 % Low Medium High **Writing** 28 % 51 % 21 % Low Medium High **Spelling** 32 % 53 % 16 % Low Medium High **Grammar and Punctuation** 32 % 56 % 12 % Low Medium High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2016 attendance rate by year level:

Results: 2016

0   50

Low absences <------> high absences

Results: 2013 - 2016 (4-year average)

0   50

Low absences <------> high absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	92 %	94 %	93 %	92 %	93 %	92 %

Similar

Similar

Performance Summary

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Lower

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
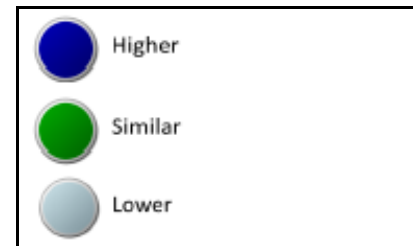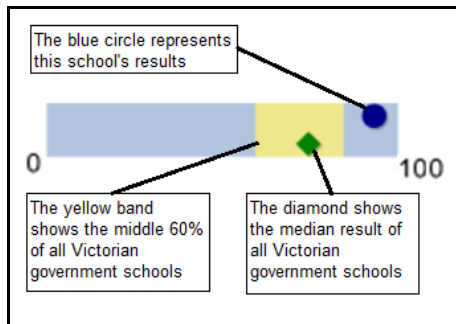
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.
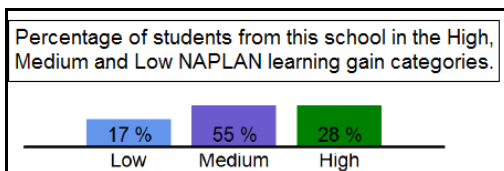
What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

In 2016 Rowville Primary School continued to operate effectively within the Student Resource Package provided by DET and was also supported by locally raised funds. Parent Contributions for educational items & the 2016 voluntary donations were well supported. FORPS (Friends of Rowville Primary School), along with the wider school community, raised a total of $34576 in 2016. A major general expenditure item included Salaries (local payroll employment of casual relief teaching staff, learning mentors, canteen staff, handyman & grounds maintenance person) that contributes to school improvement and excellence. The School Canteen was our only trading activity and returned a profit of $1449 in 2016.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$3,312,884
Government Provided DET Grants	$589,171
Government Grants Commonwealth	$10,877
Revenue Other	$24,664
Locally Raised Funds	$512,119
Total Operating Revenue	**$4,449,715**

Expenditure	
Student Resource Package	$2,908,522
Books & Publications	$4,807
Communication Costs	$7,599
Consumables	$94,953
Miscellaneous Expense	$268,018
Professional Development	$26,699
Property and Equipment Services	$232,797
Salaries & Allowances	$347,052
Trading & Fundraising	$75,248
Travel & Subsistence	$363
Utilities	$38,184
Total Operating Expenditure	**$4,004,240**
Net Operating Surplus/-Deficit	**$445,474**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$156,185
Official Account	$12,008
Other Accounts	$16,153
Total Funds Available	**$184,347**

Financial Commitments	
Operating Reserve	$80,000
Asset/Equipment Replacement < 12 months	$4,500
Maintenance - Buildings/Grounds including SMS<12 months	$68,480
Revenue Receipted in Advance	$12,570
Other recurrent expenditure	$18,797
Total Financial Commitments	**$184,347**

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

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.