

# 2020 Annual Report to The School Community



**School Name: Rowville Primary School (5000)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2020 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 30 March 2021 at 12:03 PM by Anne Babich (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 March 2021 at 04:08 PM by Reiha Ternes (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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

Rowville Primary School (RPS) is located in the Eastern suburbs of Melbourne in the suburb of Rowville. The student enrolment in 2020 was 404 students. Several language groups other than English (EAL) account for 21% of our school's population. A small percentage of 2% of students identified as Aboriginal or Torres Strait Islander (ATSI). 18.6% students were identified as disadvantaged. The Student Family Occupation and Education (SFOE) Index was 0.3050 which is the Low-Medium band, which has been consistent over the last three years.

In 2020 the school leadership team and school improvement team led the implementation of the identified school improvement goals. This included; the Principal, Assistant Principal, two Learning Specialists and the Literacy and Numeracy leaders. The school employed a team of staff that included, 25.3 fulltime equivalent teachers and 6 education support staff (ES) including a chef and horticulturalist for our Stephanie Alexander Kitchen Garden program. Our staffing profile had a mix of graduate and experienced staff with each staff member bringing a diverse range of skills to their professional learning team and school community.

Rowville Primary School was organised into single classes from Foundation to Year 6, and included the specialist subjects of Physical Education (PE), Visual Arts, Performing Arts, Stephanie Alexander Kitchen Garden program (Years 3-6), STEM (Years 3-6) and Italian (face to face F-2 and Language Perfect online Years 3-6). Due to COVID-19, there were limited opportunities for students to participate in our usual extensive external sporting program, however our instrumental music program was able to continue through online classes using a digital platform during the remote home learning period.

During 2020, we provided a mix of both onsite learning and remote learning due to the COVID-19 global pandemic. As Rowville Primary School has invested heavily in technology and the use of devices in our classrooms, we were well placed when we moved into remote learning. Staff and students were able to utilise our devices during remote learning to access Google Classroom, which was our Learning Management Platform. This provided a relatively smooth transition from the physical classroom to the remote classroom. The devices that were utilised all had webcam and touchscreen capabilities, enabling students to access and engage in the remote learning program provided. The flexible learning at home program developed by our teachers demonstrated a rich and differentiated curriculum and a whole school focus on high expectations for all learners. Our student leaders were given opportunities to lead through the use of technology.

Our school's mission was updated in 2020 to reflect our commitment to developing responsible and creative thinking students for the 21st century learning; understanding and kindness, innovation and excellence, care of the environment and inquisitive lifelong learners.

### Framework for Improving Student Outcomes (FISO)

In 2020, Rowville Primary School continued to focus on the FISO element Excellence in Teaching and Learning to support our whole-school improvement in the teaching of Numeracy, however some of our actions were modified or deferred until 2021 to reflect the remote learning environment for Victorian schools in 2020.

Our 2020 Professional Learning Community (PLC) focus linked directly to our key improvement strategy, "To build teacher capacity to deepen content (what) and pedagogical (how) knowledge, in order to effectively differentiate the teaching of numeracy for all students." During flexible learning, professional learning continued in the Numeracy PLC and in after school sessions with Peter Sullivan via WebEx, which enabled all staff to understand and implement the proficiency strands in their planning and teaching of Mathematics.

A positive gain from remote learning was that the daily check in meetings allowed our students to reflect on the learning and how to organise themselves as learners. The teachers identified the traits of effective learners and unpacked this with students as part of the remote learning program. The situation presented through remote learning

forced every teacher to develop an open to learning mindset in all aspects of teaching and learning and in connecting in families.

**Achievement**

In 2020, Rowville Primary School continued to focus on the strategic plan goal of maximizing student learning growth in Literacy and Numeracy for all students through research-based instruction, authentic learning opportunities and targeted professional learning. During remote learning, our teachers effectively planned and delivered a differentiated online curriculum and implemented assessment practices to support students to achieve their individual learning goals.

Due to COVID-19, teacher judgement data was only available in semester two in the domains of English, Mathematics and Personal and Social Capability. Our Victorian Curriculum Achievement Data indicates that a high percentage of our students are working at or above the expected Victorian Curriculum achievement standards in English and Mathematics. The teacher judgement data for semester 2 in English shows that 85.2% of students are achieving at or above the level expected. These results are just slightly below the state average. The teacher judgement data for semester 2 in Mathematics shows that 87.9% of students are achieving at or above the level expected. These results are slightly above the state average.

In 2020, our PSD students were supported to make progress against their individual education plan goals with reasonable adjustments made to ensure all PSD students experienced success at school with a focus on reconnecting and reengaging with peers and teachers.

**Engagement**

Rowville Primary School is a caring and supportive learning environment that provides outstanding educational opportunities for all students. Engagement is the basis for student learning, with our teachers implementing a high quality differentiated curriculum that is inclusive for all learners.

During remote and flexible learning, our Professional Learning Teams were collaborating and discussing student learning and planning differentiated learning for student needs on a daily basis. All PLT Teams implemented the use of virtual data boards to track students' progress and growth with a shared responsibility for student learning across the cohort. Our two Learning Specialists led the F-2 and 3 – 6 professional learning teams to effectively identify problems of practice and collaborated to implement strategies and solutions to support and extend student learning. A sense of collective responsibility and collective efficacy emerged as a result of this work.

Our Student Absence data in 2020 showed an average of 10.9 days per student which was below the state average of 13.8 days per student. All year levels had attendance rates 93% or above

In 2020, we provided opportunities for all students to engage in a variety of interest based activities. As our 'Beyond Boundaries' week was cancelled, our PE teachers and student leaders prepared a range of physical challenges and teamwork activities for students to engage in during term four.

**Wellbeing**

In 2020, schools played a critical role in supporting the wellbeing and mental health of students and families. We worked on developing our School –wide Positive Culture framework that supported our school to maintain a safe and supportive learning culture enabling all students, parents and teachers to thrive.

During remote learning, Rowville Primary School continued to use a range of wellbeing practices to support our students. A restorative practices framework supports both students and teachers to work together to maintain healthy and positive relationships. Circle time meetings, the Four Rooms of Change and Perspective Scale are tools implemented across the school to develop the social-emotional skills of our learners with the use of a common language.

Throughout the learning at home period, our teachers connected daily with their students and it was evident from the

Student Self-Evaluation conducted in Years 3 – 6 that throughout remote learning that our students felt connected to their peers and school community through WebEx meetings, our weekly video presentation 'Sunset' and 'Surprise at Sunrise'.

When we were onsite, a range of extra-curricular activities were offered such as: lunchtime sports, 21st Century Learning Space lunchtime program, STEM Club, Green Shoots Garden Club and Art for Success to support students to achieve their personal best.

Despite the challenges presented during the 2020 school year, our Parent Opinion Survey data indicated our school percent endorsement on school satisfaction was 83.9% compared to the state average of 81.2%. The factors that were rated in the third quartile included; teacher communication, student motivation and support, stimulating learning environment, student agency and voice, student connectedness and positive transitions.

Our Kinder to Foundation transition program was run in a COVIDSafe manner, with tours and school visits occurring late in term four. The revised Foundation Transition program included; storybook, online interactive sessions with our specialist teaching team and grade 5 buddies, Come and Play session and four sessions with our Foundation teachers in groups of ten students. Our Foundation teachers also visited the local kindergartens to continue to develop build relationships and connections with their future students.

Rowville Primary School continued to partner with EACH Community Health Service in a demonstration project to improve student vegetable consumption. We have made progress towards the Healthy Schools Achievement Program benchmarks in healthy eating and oral health. The Health and Wellbeing Team focused on home cooking during the remote learning period. Through the SAKG Program, students were encouraged to find healthy recipes and cook them with the family, share them with the school with all recipes compiled into our school fundraiser recipe book.

### **Financial performance and position**

In 2020 Rowville Primary School continued to operate effectively within the Student Resource Package provided by DET, however given the exceptional circumstances of a global pandemic, we could not operate to our full capacity as most of the year was spent learning at home.

Due to the COVID-19 restrictions, FORPS (Friends of Rowville Primary School) were unable to raise funds, we could not enroll international students, revenue from Out of Hours School Care was lost and the canteen was unable to trade for most of the year. We were unable to operate any excursions or camps for the year.

On a positive note, we were able to renovate the canteen, replace carpet in the administration building, the Foundation toilet block was upgraded and the gardens received a makeover. We provided every student with a copy of 'A Time in History' publication as a memento of the extraordinary year.

Our school supported students by loaning devices and providing dongles with sim cards to vulnerable families so that student learning could continue at home.

A major general expenditure item included salaries (local payroll employment of canteen staff, handyman and grounds maintenance personnel) that contributed to ongoing school improvement.

**For more detailed information regarding our school please visit our website at**  
<http://www.rowvilleps.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.

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 404 students were enrolled at this school in 2020, 187 female and 217 male.

21 percent of students had English as an additional language and 2 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) which takes into account parents' occupations and education.

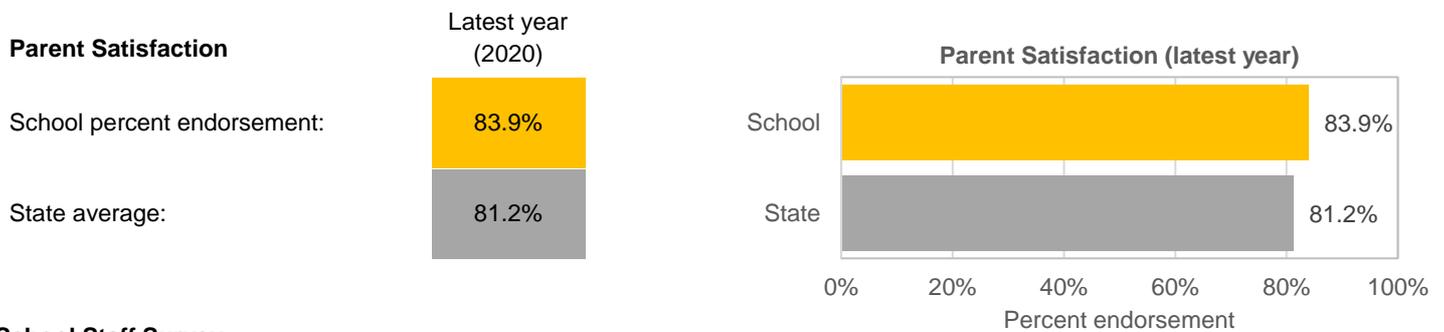
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### 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.

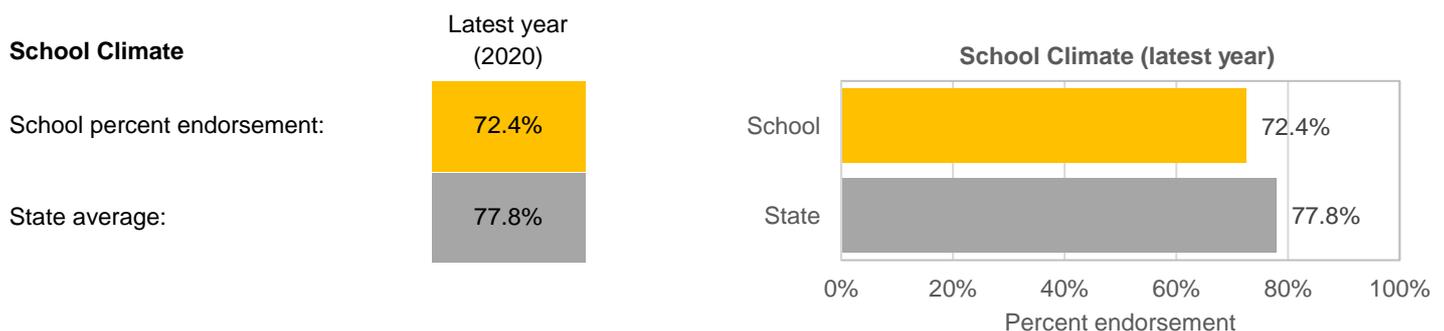


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2020)

School percent of students at or above age expected standards:

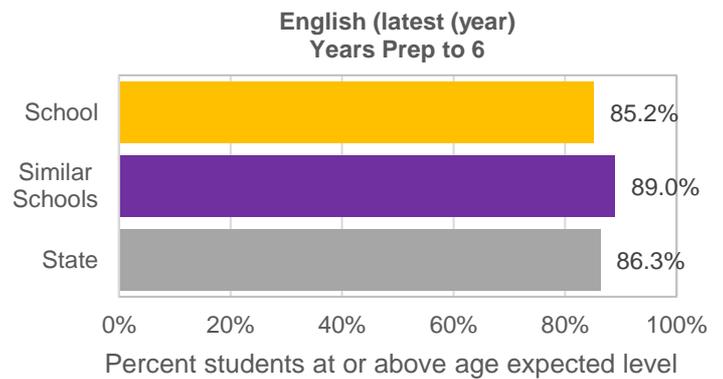
85.2%

Similar Schools average:

89.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

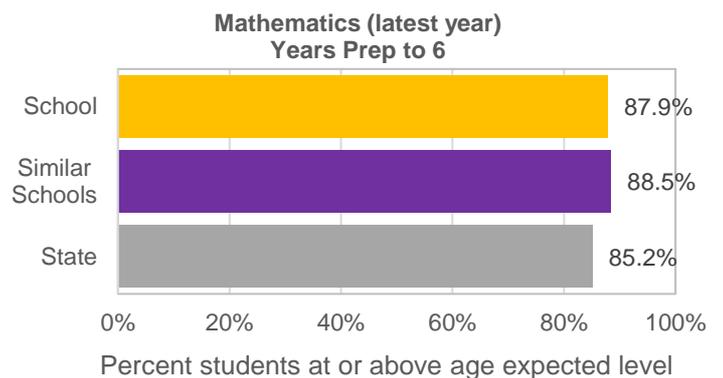
87.9%

Similar Schools average:

88.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

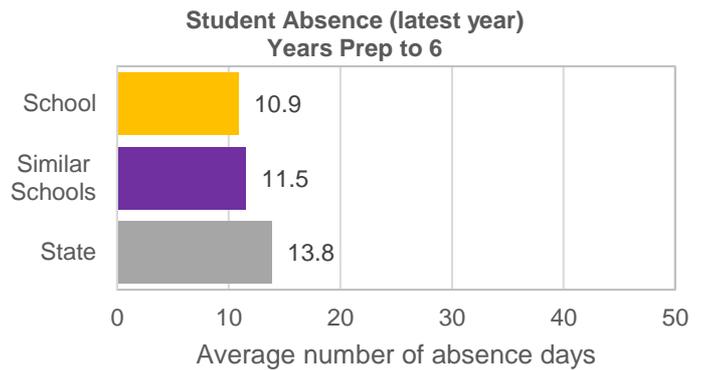
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.9	15.6
Similar Schools average:	11.5	14.3
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	94%	94%	95%	94%	95%	95%

## WELLBEING

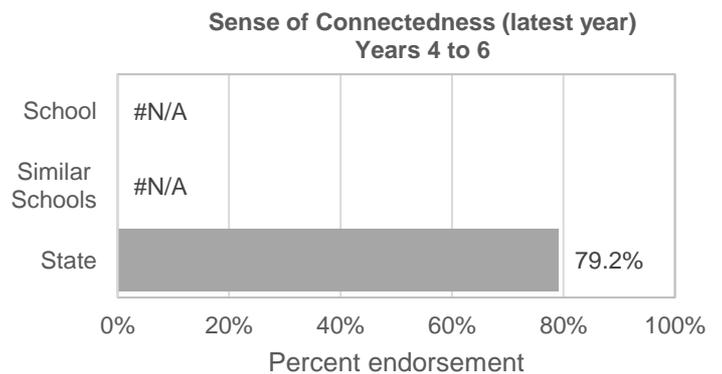
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.5%
Similar Schools average:	NDP	81.2%
State average:	79.2%	81.0%



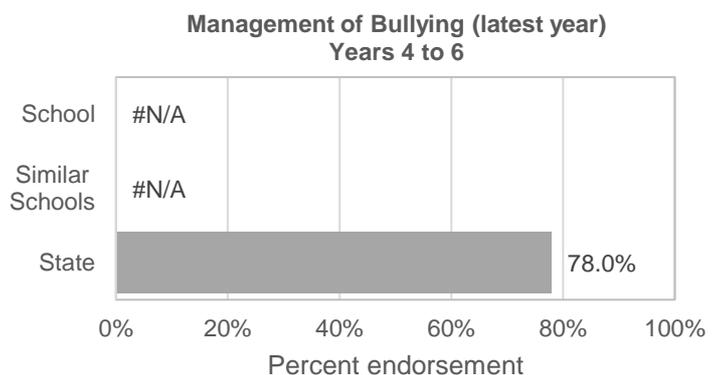
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.1%
Similar Schools average:	NDP	81.4%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,852,985
Government Provided DET Grants	\$494,630
Government Grants Commonwealth	\$32,650
Government Grants State	NDA
Revenue Other	\$7,877
Locally Raised Funds	\$178,716
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,566,858</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$39,879
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$39,879</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,246,605
Adjustments	NDA
Books & Publications	\$3,426
Camps/Excursions/Activities	\$3,456
Communication Costs	\$4,685
Consumables	\$107,924
Miscellaneous Expense <sup>3</sup>	\$48,797
Professional Development	\$15,979
Equipment/Maintenance/Hire	\$100,237
Property Services	\$132,202
Salaries & Allowances <sup>4</sup>	\$151,368
Support Services	\$76,235
Trading & Fundraising	\$24,805
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$49,423
<b>Total Operating Expenditure</b>	<b>\$3,965,144</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$601,714</b>
<b>Asset Acquisitions</b>	<b>\$27,141</b>

- (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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$360,034
Official Account	\$60,071
Other Accounts	\$17,854
<b>Total Funds Available</b>	<b>\$437,958</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$100,521
Other Recurrent Expenditure	\$8,571
Provision Accounts	\$12,540
Funds Received in Advance	\$135,976
School Based Programs	\$65,616
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$105,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$538,224</b>

*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.*