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 framework for schools - languages program' minimum standards until 31 December 2014.
About Our School

School Context

Rosanna Primary School was established in 1940 on a gently sloping, landscaped site. Enrolments, which have grown steadily over the past ten years, are drawn from a wide area bounded by Heidelberg, the Darebin Creek and Watsonia. In 2014, the school had 312 students and 21.82 equivalent fulltime staff made up of 2.0 Principal Class, 17.06 teachers and 2.76 education support staff. The Student Family Occupation index of 0.3484 places the school in the Mid-high level of socio-economic backgrounds and approximately 25% of our students have a non-English speaking background. This places the school at the high level for English as an Additional Language.

Our school meets the individual needs of students, challenging each student to the next level of learning specific to their needs. We offer support, extension and specialist programs to enhance learning for all. We provide equality of opportunity, regardless of gender, language or cultural background. Our mission is to develop each child to their full potential as literate, numerate and socially competent citizens who acknowledge both their rights and responsibilities and those of others. We do this by delivering, within a nurturing environment, a dynamic and flexible curriculum which meets the needs of each child as they become active participants in life-long learning.

We have a strong values program that operates for the whole school community. Our values of cooperation, excellence, respect, honesty and responsibility underpin our actions in all situations and at all times.

Achievement

Teacher judgement scores indicate that students are achieving slightly above state median scores in both English and Mathematics. These results are similar to schools with students with similar background characteristics. NAPLAN performance is generally above state medians with similar results to schools with similar background characteristics which shows an improvement on 2013 results. NAPLAN results are also closely correlated with teacher judgements demonstrating consistency of assessment and judgement.

Growth data from 2012-2014 NAPLAN shows that the majority of our students have made medium growth with a pleasing drop in the number of students who showed low growth from 2011-2013. The school's aim will now be to increase the number of students showing high growth over the next two year comparison period. In 2015, the school will continue its strong focus on literacy and numeracy through the development of teacher professional learning programs. The school will make use of a wide range of data sources to support curriculum planning for learning growth. The school will continue to provide intervention programs such as Reading Recovery and extension opportunities such as "Wiseones" and "Gateways".

Engagement

Student attendance rates have remained steady over the past four years and in 2014 absences were lower than the state mean. With student attendance ranging from 93-95%, there is high level of consistency across the school.

While student absenteeism is not a major problem, the school will continue to monitor student attendance rates closely and will continue to promote the importance of regular and frequent school attendance through newsletter articles and direct contact with families whose children have higher rates of absence. The school will also work towards high accuracy of absence coding to allow deeper analysis of absence across the school.

Wellbeing

The results of the year 5 and 6 student attitudes to school survey for 2014 indicate that our students' sense of connectedness to school was similar to the state median and also similar to the expected level when the background of our students is taken into account. The 4-year average shows our school continuing to show higher performance than schools with similar student backgrounds.

The school continued to implement strategies to enhance wellbeing including "You Can Do It", "FISH philosophy", RPS Values program and the Restorative Practices approach to behavior management. Appropriately challenging and supportive curriculum aimed at individually appropriate levels was the key to ensuring student motivation and success was high. The school will continue to work on increasing the level of 'student voice' in learning and increasing leadership across all year levels.

Productivity

In 2014 the school provided a well-balanced curriculum timetable with 13 classes and 4 specialist subjects for all year levels: Italian, Physical Education, Music and Visual Arts. Teaching staff also provided learning intervention opportunities across the school. In addition to classroom spaces, facilities include a multi-purpose space and library. Outside school hours care is available to support families. The strong school community sees many families involved in learning activities, as well as social and fundraising events.

Teaching staff work within high-functioning teams to ensure detailed planning and curriculum implementation that maximizes individual learning. Teachers have access to appropriate and timely professional learning opportunities designed to enhance capacity and drive the school's strategic plan.

For more detailed information regarding our school please visit our website at http://www.rosannaps.vic.edu.au
Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

### School Enrolments

A total of 312 students were enrolled at this school in 2014, 170 female and 142 male.

### Overall socio-economic profile

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

- low
- low-mid
- mid
- mid-high
- high

### Proportion of students with English as a second language.

- low
- low-mid
- mid
- mid-high
- 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.

- 1
- 7

### 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

- Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)
- Percentage of students in Years Prep to 6 with a grade of C or above in:
  - English
  - Mathematics
- The grades are the same as those used in your child's end of year report.
- A 'C' rating means that a student is at the standard expected at the time of reporting.

#### Student Outcomes

- **Results: English**
  - Results: English
  - Results: Mathematics

#### School Comparison

- Similar

---

#### NAPLAN Year 3

- Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
- Year 3 assessments are reported on a scale from Bands 1-6.
- Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

#### Results: Reading

- Results: Reading
- Results: Reading (4-year average)
- Results: Numeracy
- Results: Numeracy (4-year average)

#### School Comparison

- Similar

---

#### NAPLAN Year 5

- Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
- Year 5 assessments are reported on a scale from Bands 3-8.
- Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

#### Results: Reading

- Results: Reading
- Results: Reading (4-year average)
- Results: Numeracy
- Results: Numeracy (4-year average)

#### School Comparison

- Similar
### Performance Summary

**Achievement**

**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'.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Reading</th>
<th>Numeracy</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>Low</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>71%</td>
<td>16%</td>
<td>46%</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>Low</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>51%</td>
<td>18%</td>
<td>32%</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>Low</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>24%</td>
<td>47%</td>
<td>23%</td>
<td>Low</td>
<td>Medium</td>
</tr>
</tbody>
</table>

**School Comparison**

NAPLAN Learning Gain does not require a School Comparison.
**Performance Summary**

**Engagement**

**Student Attendance**

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 2014 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr1</td>
<td>83 %</td>
</tr>
<tr>
<td>Yr2</td>
<td>94 %</td>
</tr>
<tr>
<td>Yr3</td>
<td>95 %</td>
</tr>
<tr>
<td>Yr4</td>
<td>94 %</td>
</tr>
<tr>
<td>Yr5</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr6</td>
<td>95 %</td>
</tr>
</tbody>
</table>

**Student Outcomes**

Results: 2014

Results: 2011 - 2014 (4-year average)

**School Comparison**

- Similar
- Similar
## Students Attitudes 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.

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Attitudes to School</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Results: 2014</strong></td>
<td><img src="icon-similar.png" alt="Similar" /></td>
<td></td>
</tr>
<tr>
<td><strong>Results: 2011 - 2014 (4-year average)</strong></td>
<td><img src="icon-higher.png" alt="Higher" /></td>
<td></td>
</tr>
</tbody>
</table>
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 colleges, 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.

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 Indigenous 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.

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’.

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.


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 - Operating Statement
**Summary for the year ending 31 December, 2014**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$1,890,708</td>
</tr>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$228,185</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$1,646</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$23,113</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$285,083</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$2,428,736</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$1,877,195</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$5,733</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$4,489</td>
</tr>
<tr>
<td>Consumables</td>
<td>$54,922</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$137,353</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$7,755</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$135,907</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$112,443</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$69,168</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$690</td>
</tr>
<tr>
<td>Utilities</td>
<td>$26,874</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$2,432,529</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus-/Deficit | ($3,793) |
| Asset Acquisitions            | $14,195  |

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.

## Financial Performance and Position Commentary

At the end of 2014 the school was in a sound financial position. Although there was a small operating deficit of $3,793 this is attributed to the Short Term Leave Reimbursement scheme being inaccessible during 2014. This scheme will be operational again in 2015 and the deficit will be negated when the school is able to claim approximately $8000 in leave replacement funds. There is a reserve of $139,165 available to the school. Revenue was lower than in 2013, due mainly to a decrease in locally raised funds. This decrease can be attributed to lower fundraising amounts, as the major fundraising event (School Fair) is a biennial event and was not held in 2014. Expenditure was slightly higher than in 2013 with costs associated with local salaries greater than the previous year. This resulted in appropriate replacement of teachers and support for learning programs throughout the year. 2014 also saw significant building works with new signage and an outdoor roofed area constructed on the main building. 2015 will see the continuation of building works and maintenance as the school manages the condition of the old building and continues work on the ‘maths garden’. Funds will also continue to be allocated to support ICT across the school. The school acknowledges the generous financial commitment of the local community in payment of voluntary contributions and continued support for camps, excursion and other extracurricular activities. In addition to this, the significant work of the parents association and community contributions to fundraising activities raised approximately $24,000 in 2014.