2016 Annual Report to the School Community

THE EDUCATION STATE

School Name: Rosanna Primary School

School Number: 4568

Name of School Principal:	Heather McIntosh
Name of School Council President:	**Craig Lazzaro**
Date of Endorsement:	**20 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.

VICTORIA State Government | Education and Training

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 2016, the school enrolment was 335 students, with 23.34 equivalent fulltime staff made up of 2.0 Principal Class, 18.3 teachers and 3.04 education support staff.

Our students come from diverse socio-economic and cultural backgrounds. The Student Family Occupation index of 0.3884 has changed significantly from 0.2867 in 2010 and places the school in the high level of socio-economic profile. Approximately 37% of our students have a Language Background other than English (LBOTE) and 27% are funded under the SRP as English as an Additional Language learners.

Rosanna Primary School is a community that inspires a desire for knowledge and a life-long love of learning, while embracing diversity in a safe and stimulating environment. 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. 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.

Both historically and currently, Rosanna Primary School has a strong community feel and parents and extended families have a meaningful connection with the school. We have a strong Values program that operates for the whole school community at all times and in all situations. Our values are based on building Integrity through cooperation, excellence, respect, honesty and responsibility. There is a strong sense of caring amongst the students, staff and community.

Framework for Improving Student Outcomes (FISO)

In 2016, Rosanna Primary School was focused on the FISO improvement initiatives of 'Excellence in Teaching and Learning – Building Practice Excellence' and 'Positive Climate for Learning – Empowering Students and Building School Pride'. Teacher Professional Learning was at the heart of the focus on building practice excellence with a strong focus on developing teacher knowledge and skill in Inquiry Learning. The school engaged the services of expert consultants and built strong professional learning teams designed to challenge, support and develop professional practice. The school also maintained a commitment to the Powerful Learning Strategy through the Banyule Network. This whole school approach to professional learning along with effective data analysis has resulted in improved consistency in teacher practice and targeted teaching and learning for individual students.

In Empowering Students and Building School Pride, 2016 was the opportunity to gather data on students' perception of voice and to build students' input into learning and the feedback that they gave in their classes and to the wider school community. Student engagement in Inquiry Learning has built independence with learning and given students the opportunity to engage in learning based around their interests, strengths and needs.

The school will continue to focus on these priority areas in 2017 and deepen understanding and outcomes for students and teachers.

Achievement

Teacher assessment scores indicate that the percentage of students achieving at or above expected levels in English and Mathematics is above the median scores for Victorian government schools. These results are similar to schools with students with similar background characteristics. NAPLAN performance is generally above state medians with the exception of year 3 reading where the scores are slightly below the state government school median, all with similar results to schools with similar background characteristics. NAPLAN results are also closely correlated with teacher assessments demonstrating consistency of assessment and judgement.

Growth data from 2014-2016 NAPLAN shows that the majority of our students have made medium growth with a pleasing increase in high growth in reading and writing and a significant drop in low growth in numeracy when compared with results from 2013–2015. An area for investigation in 2017 is the evidence of low growth and minimal high growth in NAPLAN writing results. The school will commit to addressing this within the context of the 2017 Annual Implementation Plan.

In 2017, the school will continue its strong focus on literacy and numeracy and continue to focus on Inquiry Learning through 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".

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	X	AusVELS		Victorian Curriculum		A Combination of these

Engagement

Student attendance rates in 2016 dropped which resulted in Rosanna having a lower performance than schools with similar background characteristics. On investigation, this change was due to a range of factors including significant absences due to two instances of school refusal and challenging social/emotional circumstances. There was also an increase in family holidays in 2016.

While this shift in attendance data is a concern, the school has strong processes to manage and support families facing attendance issues. The school will continue to place a focus on the importance of school attendance and monitor student attendance rates closely. The introduction of the Compass student management system ion 2017 will support staff to enter and monitor attendance data effectively and efficiently while allowing for more convenient communication with families around attendance notifications.

We will continue to promote the importance of regular and frequent school attendance and on-time arrivals through newsletter articles and direct contact with families whose children have higher rates of absence. The school will continue to work towards higher 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 2016 indicate that our students' sense of connectedness to school was slightly higher than the state median and similar to the expected level when the background of our students is taken into account.

Student perception of safety is higher than state medians and the 4-year average is also higher than schools with students with similar background characteristics.

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 behaviour management. Appropriately challenging and supportive teaching and learning programs, 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. The school will build its work with Inquiry Learning empowering students to drive and guide their learning with a view to improved wellbeing. The school will also continue to engage positively parents and carers and the wider community.

For more detailed information regarding our school please visit our website at
www.rosannaps.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 335 students were enrolled at this school in 2016, 182 female and 153 male.
There were 27% of EAL (English as an Additional Language) students and 2% 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 Prep 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

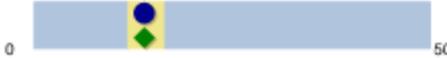| Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
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

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** 20 % / 45 % / 35 % Low / Medium / High **Numeracy** 15 % / 64 % / 21 % Low / Medium / High **Writing** 46 % / 33 % / 21 % Low / Medium / High **Spelling** 23 % / 54 % / 23 % Low / Medium / High **Grammar and Punctuation** 26 % / 44 % / 31 % 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:

Student Outcomes:

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
90 %	91 %	91 %	90 %	93 %	92 %	89 %

School Comparison:

◯ Lower

● 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 Higher

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.
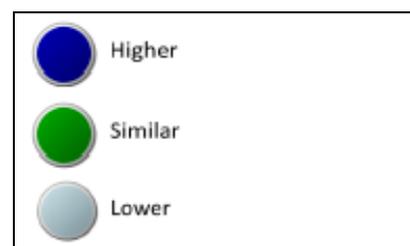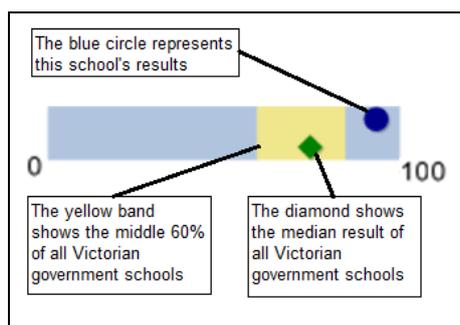
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
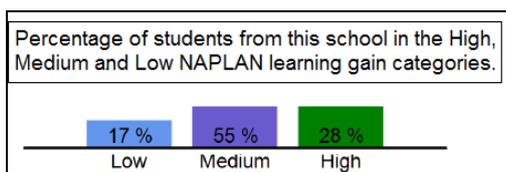
What are the changes in student achievement?

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

At the end of 2016 the school was in a sound financial position. The net operating surplus is indicative of long term work force planning to support the career growth of a young staff. There is a reserve of $201,416 available to the school, some of which is committed as an operating reserve and all of which is committed according to DET guidelines. Funds will continue be allocated to support strong curriculum programs, buildings and grounds development and the acquisition and management of Digital Technologies 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 2016.

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

Revenue	Actual
Student Resource Package	$2,281,080
Government Provided DET Grants	$273,991
Government Grants Commonwealth	$13,467
Revenue Other	$17,541
Locally Raised Funds	$296,113
Total Operating Revenue	**$2,882,191**

Expenditure	
Student Resource Package	$2,260,536
Books & Publications	$2,551
Communication Costs	$4,318
Consumables	$58,037
Miscellaneous Expense	$124,494
Professional Development	$11,331
Property and Equipment Services	$160,567
Salaries & Allowances	$134,851
Trading & Fundraising	$75,397
Utilities	$27,957

Total Operating Expenditure	**$2,860,039**

Net Operating Surplus/-Deficit	**$22,152**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$1,281
Official Account	$10,484
Other Accounts	$189,651
Total Funds Available	**$201,416**

Financial Commitments	
Operating Reserve	$92,219
Asset/Equipment Replacement < 12 months	$10,050
Capital - Buildings/Grounds incl SMS<12 months	$23,500
Maintenance - Buildings/Grounds incl SMS<12 months	$17,600
Revenue Receipted in Advance	$9,345
School Based Programs	$28,889
School/Network/Cluster Coordination	$7,728
Provision Accounts	$5,305
Other recurrent expenditure	$1,727
Capital - Buildings/Grounds incl SMS>12 months	$5,053
Total Financial Commitments	**$201,416**

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.