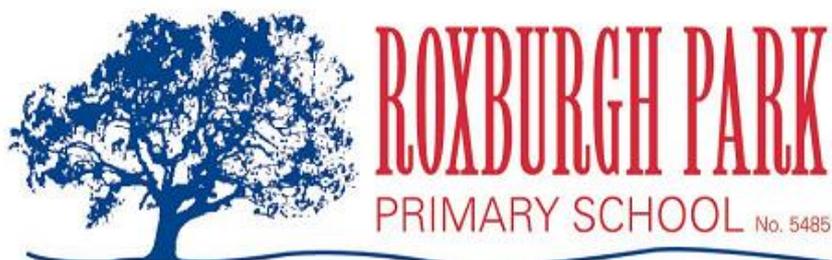


2016 Annual Report to the School Community



School Name: Roxburgh Park Primary School

School Number: 5485



Name of School Principal:	Ric Maguire
Name of School Council President:	Kim Boon
Date of Endorsement:	17 th April 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 framework 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.



Education and Training



About Our School

School Context

RPPS (RPPS) is situated in the northern suburbs of Melbourne. Established in 2002 with an initial enrolment of 180 the current enrolment is 485 students. Last year in 2016 the enrolment was 462. Projected enrolment in 2020 is 512.

The school SFO (Student Family Occupation) index in 2016 was 0.7246 (state mean 0.5186). It currently is 0.7416. The community is increasingly ethnically and culturally heterogeneous and socio-economically diverse. Sixty-two per cent of students come from a background where English is not the main language spoken at home (over 36 languages).

The school has a total of 41.5 staff (31 EFT - Equivalent Full time teaching staff and 10.5 EFT Non - teaching staff). Staff consist of a; Principal, Assistant Principal, Student Welfare Officer, Speech Pathologist, Medical /Sick Bay Officer, Business Manager, Office Personal, Maintenance Officer, Student Attendance Officer, Education Support Staff, four Leading Teachers and both specialist and classroom teachers.

There are 5 other primary schools within a 3 km radius of RPPS.

RPPS offers a challenging and purposeful education program. Emphasis is placed on developing children's confidence and self-esteem, encouraging home and school interaction, developing literacy, numeracy and science skills and providing children with the skills, knowledge and strategies necessary to use information technology effectively. We have introduced a STEM program this year. Specialist classes consist of Arts, Performing Arts/Italian and Physical Education. Students also have access to instrumental music and singing.

The school's educational philosophy is built on the 'You Can Do It' foundations – organisation, persistence, resilience, getting along and confidence. A Restorative approach is used emphasising personal responsibility and accountability for actions and behaviours. We also run a 'Life Skills' program with an emphasis on mindfulness.

Framework for Improving Student Outcomes (FISO)

Achievement

1. Develop and implement the core teaching protocols for the whole school
2. Consolidate 'Big Write' program P-6 within classroom teaching and learning program
- 3a. Assistant Principal and Data Manager (Leading Teacher) to implement Accelerus across school and ensure staff understand and use the program
- 3b. Teams of teachers to use Accelerus data to assist with planning and teaching
- 4a. Implement an "Evidence Based Professional Learning" model (DET- Timperley)
- 4b. Implement coaching model



4.

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

- 5. Implementation of STEM program into the school
- 6. Increase attendance and decrease unexplained absence

Wellbeing

- 7. Life skills Program

For more detailed information regarding our school please visit our website at
[enter web address here]



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	
<p>Enrolment Profile</p> <p>A total of 465 students were enrolled at this school in 2016, 240 female and 225 male. There were 63% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



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
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Lower</p>



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
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>



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																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>12%</td> <td>37%</td> <td>51%</td> </tr> <tr> <td>Numeracy</td> <td>7%</td> <td>54%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>60%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>34%</td> <td>36%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>45%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	12%	37%	51%	Numeracy	7%	54%	39%	Writing	21%	60%	19%	Spelling	34%	36%	30%	Grammar and Punctuation	36%	45%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	12%	37%	51%																							
Numeracy	7%	54%	39%																							
Writing	21%	60%	19%																							
Spelling	34%	36%	30%																							
Grammar and Punctuation	36%	45%	19%																							



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: ◆

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>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.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>87 %</td> <td>87 %</td> <td>89 %</td> <td>88 %</td> <td>90 %</td> <td>89 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	87 %	87 %	89 %	88 %	90 %	89 %	89 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
87 %	87 %	89 %	88 %	90 %	89 %	89 %										



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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

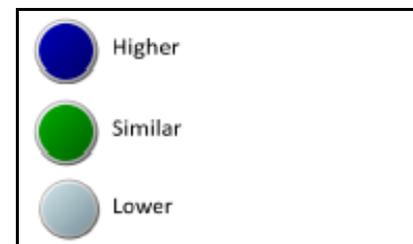
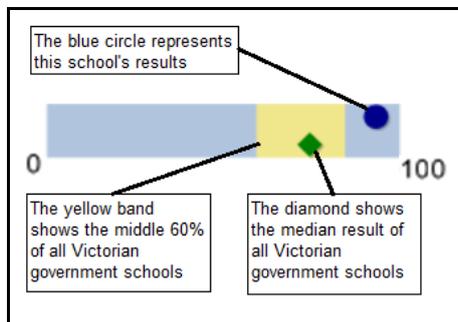
What are student outcomes?

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.

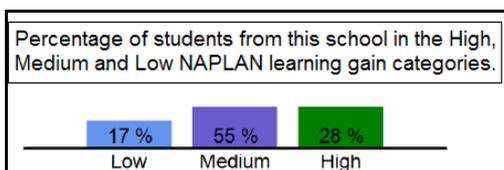
You can see these results for the latest year, as well as the average of the last four years (where available).

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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

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

Revenue	Actual
Student Resource Package	\$3,826,350
Government Provided DET Grants	\$1,116,465
Government Grants Commonwealth	\$6,600
Revenue Other	\$76,131
Locally Raised Funds	\$155,407
Total Operating Revenue	\$5,180,953

Expenditure	
Student Resource Package	\$3,756,907
Books & Publications	\$7,140
Communication Costs	\$11,297
Consumables	\$108,166
Miscellaneous Expense	\$243,756
Professional Development	\$57,098
Property and Equipment Services	\$337,491
Salaries & Allowances	\$192,210
Trading & Fundraising	\$71,712
Utilities	\$38,604

Total Operating Expenditure **\$4,824,382**

Net Operating Surplus/-Deficit **\$356,571**

Asset Acquisitions **\$22,501**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$291,352
Official Account	\$86,261
Other Accounts	\$174,978
Total Funds Available	\$552,591

Financial Commitments	
Operating Reserve	\$151,814
Asset/Equipment Replacement < 12 months	\$41,545
Capital - Buildings/Grounds incl SMS<12 months	\$63,817
Maintenance - Buildings/Grounds incl SMS<12 months	\$81,000
School Based Programs	\$26,414
School/Network/Cluster Coordination	\$27,567
Provision Accounts	\$8,000
Asset/Equipment Replacement > 12 months	\$23,135
Capital - Buildings/Grounds incl SMS>12 months	\$65,900
Maintenance -Buildings/Grounds incl SMS>12 months	\$63,399
Total Financial Commitments	\$552,591

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.