

2018 Annual Report to The School Community



School Name: Rowellyn Park Primary School (5313)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 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 25 March 2019 at 04:04 PM by Caleb Peterson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 05 April 2019 at 11:59 AM by Andrea Goldsmith
(School Council President)

About Our School

School context

Rowellyn Park Primary School was established in 1992. Our total school enrolment in 2018 was 770 students, 361 female and 409 male. The school is supported by 3 principal class staff, 36 class teachers, 2 Learning Specialists Higher Duties, specialist teachers (Indonesian, Physical Education, Visual Arts, Performing Arts and Media Arts), 6 literacy support staff, 4 administration support staff, 8 education support staff, a maintenance worker, an OSHC coordinator, an ICT support person and a part-time librarian/resource support person.

We offer an extensive Victorian Curriculum teaching program with literacy and numeracy central to all learning. Our students benefit from having teachers with a range of different experiences and skills working together in both year level and team teaching situations, to support the learning of all students. Resources, including learning spaces, technology and staffing are allocated to develop and maintain classrooms that are conducive to high quality literacy and numeracy learning and teaching. Our Literacy Intervention program supports students who experience oral language, phonemic and early reading difficulties. Extension programs in Literacy (Word Wizards) and Numeracy (Maths Masters) are conducted to support and extend our students working above the expected achievement levels, as well as mathematical tutorial classes held once a week by a qualified secondary school mathematics teacher. Technology is integrated in all classrooms. Students in Foundation to grade 3 use laptops and ipads daily as part of their learning and students from grade four to six participate in a one to one netbook program that is planned and catered for in every learning session.

Teachers focus on developing a positive and motivational climate for learning, with an extensive emphasis on individual learning pathways of success. The school has embedded a culture of shared curriculum planning and collective responsibility for student learning through the analysis of student achievement data and the modification of the learning program to suit individual needs of students. Our key improvement focus is the implementation of early years' language structures that support language acquisition and the reading and writing skills of students. Key literacy and numeracy programs include Phonemic Awareness, Multi-Sensory Learning (visual, auditory and kinesthetic learning opportunities), implementation of the writing workshop model, and a numeracy flexible grouping model using learning ladders.

Our school has extensive facilities including a library and computer centre, gymnasium, visual arts centre, music room, performing arts room and media arts facility. The school is physically organized into year level learning areas of five or six classrooms each an additional common gallery and large, open learning spaces. Classes are organized to enable flexible student groups for literacy and numeracy focus sessions. Through these measures, together with the delegation of leadership, and ongoing support from identified staff, a culture of sharing and collective responsibility for improving student learning outcomes has been established.

Our school programs are both challenging and personalised and are intended to enable every student to achieve their full potential. Our improvement focus has been on the development of school learning structures and the tracking of students working above and below the level. The school provides a range of extra curricula activities which include bike education, Wakakirri, interschool sports, choir, dance, a range of teacher organised lunchtime clubs; gardening, drawing and social games and a camping program.

Life and relationships at Rowellyn Park are characterized by the 4 Rs –

- Respect,
- Responsibility,
- Resilience and
- Reflection.

Framework for Improving Student Outcomes (FISO)

Our goal has been to develop a culture for effective teaching and learning and for student's achievement based on teacher goal setting and reflection of practice, the implementation of 21st learning competencies and proficiency in the use of technology to support student learning and engagement. Our key priority, is for teachers to implement key learning structures and improve the learning gain for each student. To achieve this goal, our focus will be on the effective use of assessment data to drive student learning, structured use of formative whole school assessment, and evaluation and modification of teaching practice to monitor the impact on learning. Teachers will work together to develop effective strategies for monitoring and diagnosing changes in students' learning and progress, individually and collectively.

Achievement

Our key improvement strategies are to:

Develop a culture for effective teaching and learning and reflection of practice.

To develop collective responsibility for student learning through analysis of achievement data and collaborative planning and implementation of programs designed to meet students' learning needs.

Our goal is to increase the percentage of students working above the expected level of achievement.

Strategies used to achieve these goals have included:

- Individual and whole school professional development in the teaching of Writing and Mathematics.
- Implementation of an agreed mathematics, reading and writing structure.
- Observations of classroom practice and the provision of explicit feedback to each teacher.
- Introduction of whole school work program with an emphasis on differentiation
- Planning in teams and moderation of data, supports curriculum planning and assessment.
- Constructive use of student achievement data to develop individual and group learning plans.
- Student goal setting, self-reflection and student directed interviews to parents.
- Implementation of a multi-sensory learning approach to the teaching of reading, writing and spelling.
- Tracking of students identified at risk

Development of Intervention Programs that support identified areas of concern e.g. PMP, Oral Language, Phonics, Reading

- Maths extension program each Wednesday morning with a secondary trained Mathematics Teacher
- Implementation of morning extension programs called Word Wizards and Maths Masters
- Entry into AMC and celebration of results
- Recognition of students with Achievement Awards

Students identified with a disability are supported in their education through timely parent support group meetings, individual learning plans, and the provision of educational support personnel. Their progress has been satisfactory with students achieving their individual goals.

School NAPLAN results (grade 5) indicate increased percentage of students working at or above band 6.

Numeracy	2014: 60%	2015: 62.3%	2016: 54.9%	2017: 72%	2018:
73.5%					
Writing	2014: 48%	2015: 62.1%	2016: 53.1%	2017: 56.8%	2018:
58.1%					
Reading	2014: 62.2%	2015: 65.5%	2016: 61.9%	2017: 71.2%	2018:
67.3%					
Spelling	2014: 63.7%	2015: 71.6%	2016: 58.5%	2017: 68.8%	2018:
77.5%					
Grammar/Punctuation	2014: 62.7%	2015: 66.5%	2016: 75.6%	2017: 64%	2018:

74.4%

The Parent Satisfaction Summary indicates that 88.5% of the parent responses are agree or strongly agree to the survey questions which is above the State Median of 85.1%.
 The School Staff Survey indicates that only 54.1% of the staff responses to School Climate agree or strongly agree to the survey questions which is below the State Median of 77.7%.

Engagement

21st Century Learning and Student Leadership

Our focus is on enhancing student learning outcomes through improving student engagement and to develop opportunities for quality student educational experiences through the provision of extra curricula learning experiences and the use of technology.

Initiatives offered at Rowellyn Park Primary School include:

Multi-Sensory Language Learning Program

Flexible grouping across classrooms

Netbook program for grades 4-6

Media Arts specialist program provided for students in grades 3-6 utilising Web 2.0 tools

Inquiry based learning

On line professional development for classroom teachers

Class sets of laptops/iPad and iPad for teachers professional learning program

Other initiatives include:

- COMPASS communication system
- Establishment of Rowellyn Park Facebook, Instagram, Twitter and Pinterest to connect more widely with the school community.

Learning experiences offered at the school facilitate student participation, student voice and student leadership.

They include:

- School Leaders Program
- House Sports events: Cross Country, Athletics, Swimming.
- Runners' Club (before school program)
- Bike Education Program
- Wakakirri
- Art Club
- Choir, Dance, Ukulele and Recorder groups
- Range of teacher organised lunchtime clubs; gardening, drawing, social game

Wellbeing

Our goal is to develop purposeful relationships with students, parents and the local community to showcase student achievement and enhance student connectedness. We have focused on communication strategies and in-school events to develop higher levels of community connectedness. The ideas that we have implemented have been the use of COMPASS, an e – newsletter, class BLOGS, whole school BLOG, School Facebook, Instagram, Pinterest and Twitter accounts (for Principal Class). We have also conducted grade level Parents and Child Breakfasts, a School Expo Night, and a Whole School Concert. Bunnings have been sourced to provide support to our garden projects and a very productive vegetable garden project is currently underway. The Lyrebird Community Centre has provided us with learning opportunities and community activities that support our inquiry units. Students have had

opportunities to be part of activities beyond the classroom and have benefitted from Art Club, Dance and Choir teams, School Leaders programs, Hoop Time teams, and Athletics events. Our goal is to promote the whole child and to build skills and interests of all children.

The 21st Century Learning School Improvement Team have spent time investigating different models of teaching and learning that are enhanced and enabled using digital technologies. Flipped learning, blended learning, personalised learning, online learning and connected learning. The 21st Century Competencies have been extensively revised, edited and expanded to now cover Creativity, Communication, Collaboration, Critical Thinking, Community and Character.

The Student Wellbeing School Improvement Team have Student Wellbeing reviews current procedures and practices and develops improvement initiatives including:

- The implementation of new attendance guidelines and strategies as outlined in the Positive Behaviour in Schools program.
- Working with the school community on the joint ventures that encourage parent participation and enhance opportunities for students.
- Provision of extension and intervention programs.
- Provision of lunchtime clubs to engage students.
- Provision of extra curricula opportunities and engaging specialist programs.
- Provision of transitions programs to support children and their parents starting school.
- Opportunities that support student voice and student leadership.

Financial performance and position

Rowellyn Park Primary School allocated resources to sustain, review and implement change to achieve our school's Goals and areas of Priority. Equity funding enabled the school and staff to be involved in extensive professional development focused on literacy and numeracy leadership (Bastow), data literacy, the introduction and gradual implementation of the writing workshop structure into all classrooms, along with the continual implementation and practice of MSL in Foundation to grade 3. It also enabled the funding of a literacy intervention team to support at risk students and the continual resourcing of decodable texts and classroom resources for phonics, reading and oral language,




The school finances were managed through a school program budget model and have been developed to support the achievement of the school goals and targets outlined in the Strategic plan and more extensively in the AIP. The School Council were kept informed of the school finances and budgets through finance meetings that take place at the start of school Council. Budget management and expenditure was a shared responsibility between the budget leader, Business Manager and Principal. Budgets were tracked to ensure appropriate spending and over spending, and when required financial requests were submitted and discussed at a leadership level before they were granted.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 770 students were enrolled at this school in 2018, 361 female and 409 male.

8 percent were EAL (English as an Additional Language) students and 2 percent 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.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





School Staff Survey

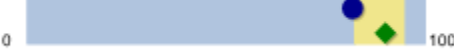



Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.




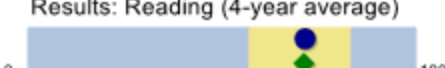

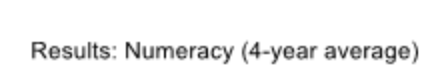






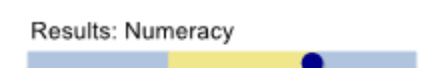
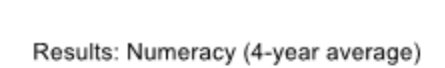




Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> Higher</p> <p> Higher</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> Similar</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>


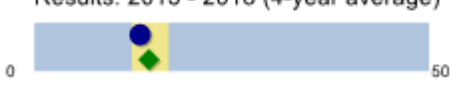


Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>49%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>53%</td> <td>35%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>61%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>45%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	49%	26%	Numeracy	10%	50%	40%	Writing	12%	53%	35%	Spelling	14%	61%	24%	Grammar and Punctuation	25%	45%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="542 907 1027 1003"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	92 %	93 %	92 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	92 %	93 %	92 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$5,946,755
Government Provided DET Grants	\$825,283
Government Grants Commonwealth	\$447,288
Revenue Other	\$19,488
Locally Raised Funds	\$949,478
Total Operating Revenue	\$8,188,291

Funds Available	Actual
High Yield Investment Account	\$346,989
Official Account	\$113,140
Other Accounts	\$57,167
Total Funds Available	\$517,296

Equity ¹	
Equity (Social Disadvantage)	\$454,656
Equity Total	\$454,656

Expenditure	
Student Resource Package ²	\$5,745,713
Books & Publications	\$105
Communication Costs	\$17,563
Consumables	\$277,988
Miscellaneous Expense ³	\$476,058
Professional Development	\$38,951
Property and Equipment Services	\$424,828
Salaries & Allowances ⁴	\$465,512
Trading & Fundraising	\$239,725
Utilities	\$51,055
Total Operating Expenditure	\$7,737,497

Financial Commitments	
Operating Reserve	\$318,899
Other Recurrent Expenditure	\$22,592
Funds Received in Advance	\$45,703
School Based Programs	\$24,450
Asset/Equipment Replacement < 12 months	\$36,000
Total Financial Commitments	\$447,644

Net Operating Surplus/-Deficit	\$450,794
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Asset Acquisitions	\$13,682
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(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

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

(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

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

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.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

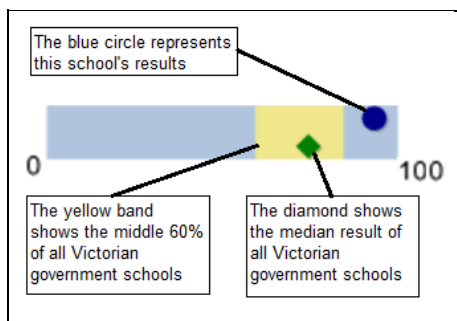
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

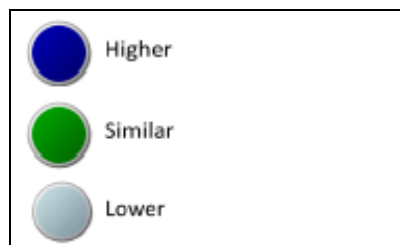


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 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.

'Levels A to D' 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').