

2020 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 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 15 March 2021 at 04:54 PM by Caleb Peterson (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 16 March 2021 at 10:27 AM by Dayle Tasker (School Council President)

How to read the Annual Report

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.

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.

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)

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.

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.

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

Our Vision

Empowering students in a caring community, where learning is everywhere, opportunities are varied and character is developed.

Our Motto

Together we learn

Our Values

Respect

Resilience

Responsibility

Reflection

Our Mission

We aim to immerse families in a wholesome primary school journey filled with memorable experiences and challenging opportunities – a place in which children are supported to develop life-long friendships.

We gain the highest level of job satisfaction from helping children become literate and numerate, valuing a hands on approach, with a practical emphasis on how their learning is useful in the 'real world'.

We have built an inclusive culture in which diverse backgrounds are celebrated and individual social, emotional, physical and cognitive needs are met.

As a genuine community with a shared sense of responsibility for the future of our children, we enjoy a unique family feel.

Working within the Northern Peninsula Network, as part of the Bayside Peninsula Area, we are located in the South-Eastern Region and have 758 students enrolled. Of that number, 59 use English as an Additional Language, 21 are aboriginal and 22 receive Program for Students with a Disability funding.

The staffing profile of Rowellyn Park Primary School includes a Principal, two Assistant Principals, two Learning Specialists, 38.9 full time equivalent (FTE) teaching staff and 14.58 FTE Education Support staff.

The school 2020 Student Family Occupation Education (SFOE) index was 0.4628.

The school's F-10 curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum.

Specialist programs include Indonesian, Physical Education, Visual and Performing Arts and Media Arts. The school provides an accredited Out of School Hours Care Program.

Additional programs include Sports and Athletics, Bike Education, Drawing Club, Dance, Drama, Choir, Runners' Club and the Young Explorers' Club.

The school's buildings are designed around the perimeter of a central courtyard which includes seating and play areas. The classrooms are structured in pairs to promote team learning, flexible groupings and a collaborative learning environment. The school provides additional learning spaces for Visual and Performing Arts, Physical Education, Indonesian and Out of School Hours Care.

The grounds include a number of shaded adventure play areas and a combination of both hard and synthetic surfaces suitable for major games such as basketball and netball.

Framework for Improving Student Outcomes (FISO)

The challenges of 2020 have been significant but staff at Rowellyn Park PS have been able to capitalise on some of the associated and unusual opportunities that have emerged from this experience, Teams have maintained a focus on professional learning around the use of data, and supported personalised and targeted learning for students through the most difficult of circumstances.

In addition to returning to onsite learning in term four, the school undertook an extensive review. This resulted in important opportunities for operational development having been identified, and the school is well placed to move forward positively into the 2021 school year.

The review was completed in Term 4 after postponing twice previously due to COVID restrictions. Panel members, either on-site or remotely (as required) were supported via web-ex and portable devices to conduct the review.

Extensive portions of the community were involved in the process. Leadership team has a broader understanding of the process of a review and a clearer understanding of the future direction as outlined in the new SSP. The new SSP has been communicated to the School Council.

In term 1 each of the PLCs attempted their first Improvement cycle with varying degrees of completion and success. Once restrictions were in place all time and energy was refocused toward remote learning and how the PLCs would work together to provide a viable curriculum.

Our goals reliant upon NAPLAN data were not able to be measured due to the NAPLAN assessment being cancelled in 2020.

The timetable enabled the well-being teacher to have scheduled classes for teaching Respectful Relationships and well-being in Term 1. This transitioned into remote learning well-being classes in term 2 and in Term 3 the whole school adopted a 'Well-being Wednesday' approach to support/counter the stresses related to remote learning. Once back on-site for Term 4, classroom teachers continued the respectful relationships whilst the well-being teacher was prioritized to working with individual students and their families.

We have had a capital works project which has taken away a significant amount of play space and consequently required us to run a split lunch time. Since returning from remote learning we have seen an increase in the amount of behavioral misconduct that has occurred in the yard which we sense impacted a sense of connectedness. Resilience has certainly been tested. The longer we remained in remote learning the more students we observed with decreased motivation and engagement. Classroom teachers will have the responsibility of teaching Respectful Relationships, with support from the Well-being Teacher. There will be a significant well-being priority in the 2021 AIP.

Achievement

Students at home and school received the same remote learning education.

- Year level teachers collaborated via WEBEX Teams.
- Each year level provided a Literacy session made up of Reading, Writing and sometimes MSL phonics, and speaking and listening, 1 numeracy lesson and 1 other lesson (either inquiry-based related to Science, History, Geography or Civics and Citizenship or specialist-based being PE, Performing Arts, Visual Arts, Indonesian or STEM) per day.

We acknowledge that some students were better able to engage the teaching and learning through our remote learning program. Consequently we are investigating ways that we can continue to offer the conditions that those students benefitted from so that we can meet their preferred learning style.

For Prep through to Grade 3 students the planned lessons were delivered via compass and parents needed to pass on any instructions along with resources to their children. An instructional guide was posted on our website under 'remote learning'.

Grade 4 through to Grade 6 students received the instructions delivered directly to their own Compass profiles or to OneNote which they are familiar with. An instructional guide was posted on our website under 'remote learning'.

The method of delivery took place over three main mediums.

1. We delivered Instructions with Learning Intentions and Success Criteria and supporting resources such as worksheets via Compass Learning Tasks or OneNote.
2. We provided explicit teaching and demonstrate worked examples as a screencast or video clips or detailed instructions which we also posted to Compass Learning Tasks.
3. We scheduled times for parents and students to seek real-time support and ask questions about the learning via the video conferencing program Webex Meetings (the timetable for those sessions was provided, as was the instructional guide on how to use Webex Meetings).
4. Key Assessment Tasks were posted on Compass and required submissions to the teacher. An instructional guide was developed and posted to the website.

In relation to students in our PSD program:

- Individual Learning Plans were completed each term for all children on the PSD Program.
- Education Support Staff trained in MSL, Trauma informed practices and ASD.
- Student Support Groups are held each term.

Engagement

19% of our students had 20 or more days absence in 2020.

Some of the strategies used to engage students included:

- Daily check of attendance – teacher calling home if students on that list are absent for only 1 day instead waiting for a second day.
- All Unexplained from the list will get a text at 10am and additional follow up call.
- Investigate pre-remote learning attendance and identify students whose attendance specifically declined during remote learning. Track their attendance in term 4 to ensure it is restored to pre remote learning attendance or better.
- Develop re-engagement plan for students whose absence data spiked during remote learning.
- ILPs for students who require re-engagement, those not considered chronic nor those already engaged with agencies.
- Conduct a focus group with islander families to investigate reasons for absence and include them as part of any response.
- Triage mental health related absence.
- Reinvalidate the promotion attendance – rewards program

Wellbeing

The timetable enabled the well-being teacher to have scheduled classes for teaching Respectful Relationships and well-being in Term 1. This transitioned into remote learning well-being classes in term 2 and in Term 3 the whole school adopted a 'Well-being Wednesday' approach to support/counter the stresses related to remote learning. Once back on-site for Term 4, classroom teachers continued the respectful relationships whilst the well-being teacher was prioritized to working with individual students and their families.

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Financial performance and position

We started the year with an SRP deficit in excess of \$400,000. This is largely due to the number of classroom teaching staff in range 2 category. We received equity funding in excess of \$440,000 and our locally raised funds of over \$300,000 was mainly sourced from our Outside School Hours Care and Vacation Care Programs. Although our High Yield account held in excess of \$1,400,000 almost all of it is accounted in managing the SRP deficit, and minor capital works and technology upgrades. Our major Capital Works project which came with a grant for \$5.7 Million came to a close at the end of 2020. The school now has a competition grade stadium with tiered seating and audio visual equipment to support teaching and learning. We have a STEAM Centre with food tech area, virtual reality area, maker-space area, and hi-tech area. In addition we have a digital playground incorporate into the landscape of the STEAM Centre.

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 764 students were enrolled at this school in 2020, 375 female and 389 male.

11 percent of students had English as an additional language and 3 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.

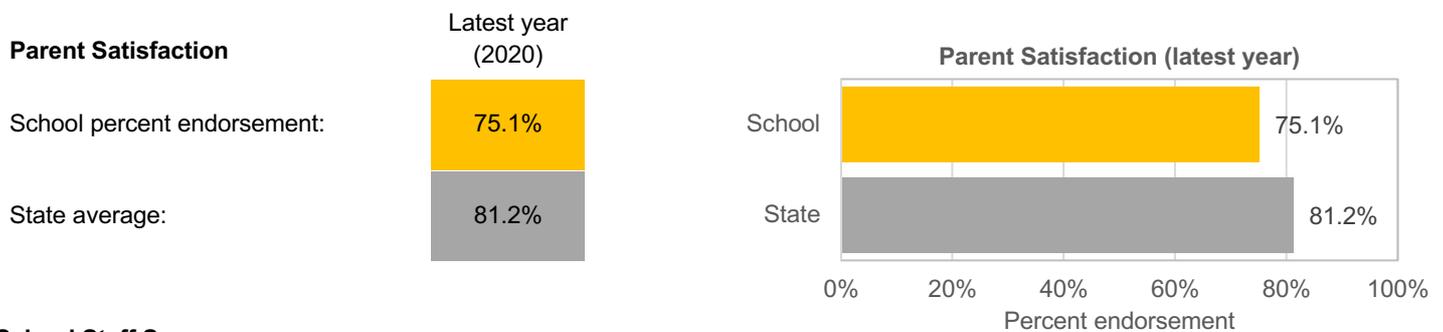
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

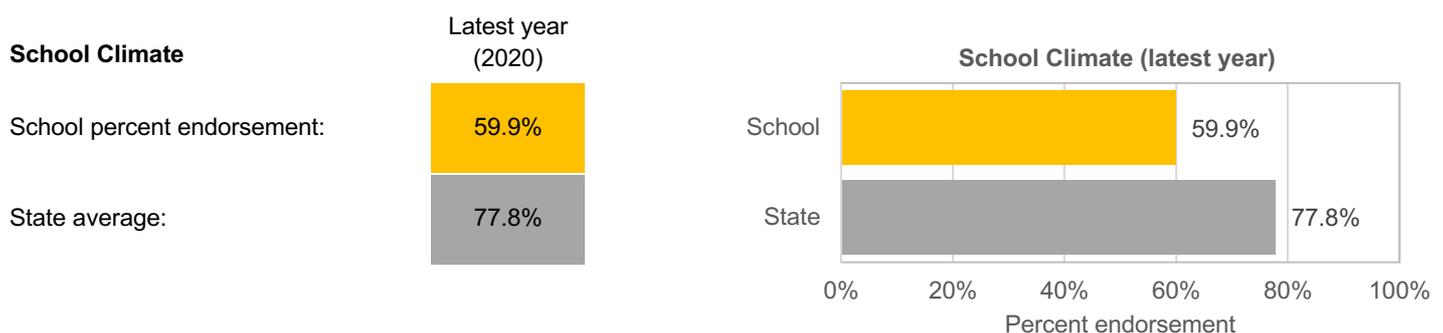


School Staff Survey

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:

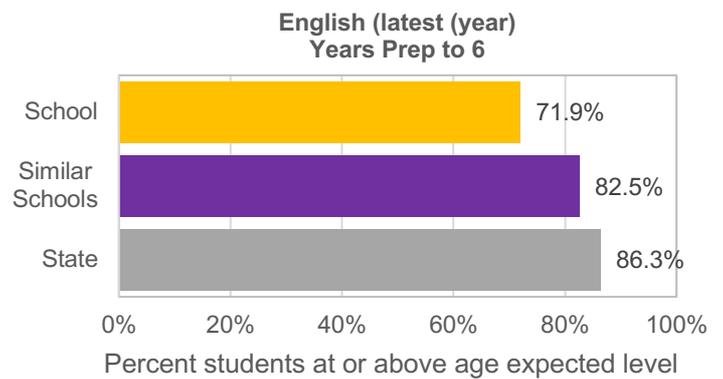
71.9%

Similar Schools average:

82.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

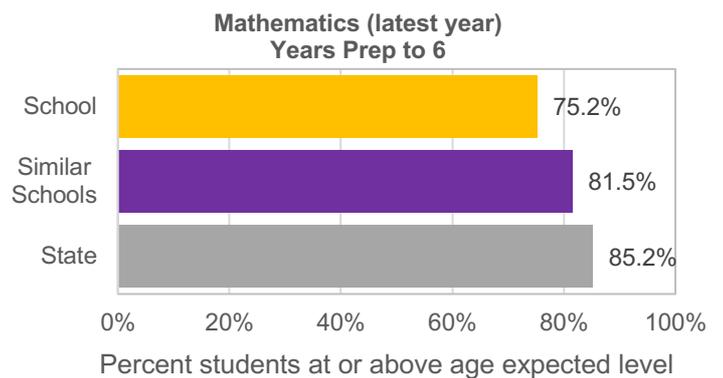
75.2%

Similar Schools average:

81.5%

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

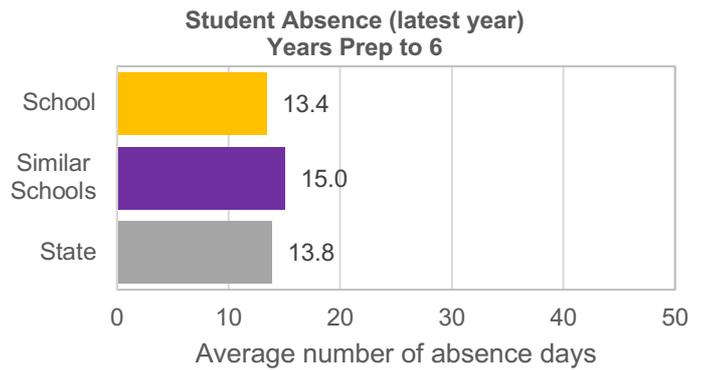
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 13.4 | 15.0 |
| Similar Schools average: | 15.0 | 15.8 |
| 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): | 92% | 93% | 93% | 93% | 95% | 92% | 94% |

WELLBEING

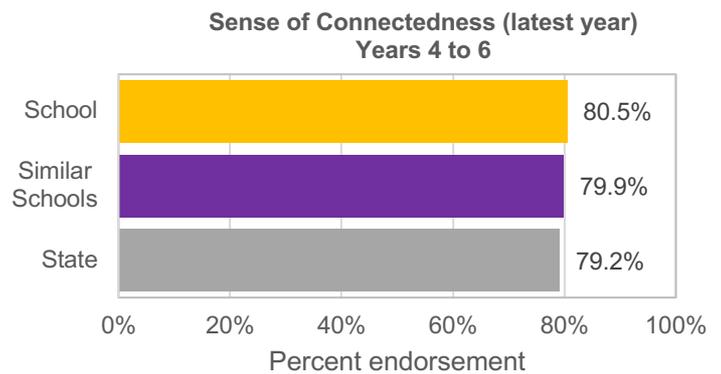
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 80.5% | 85.2% |
| Similar Schools average: | 79.9% | 79.8% |
| State average: | 79.2% | 81.0% |



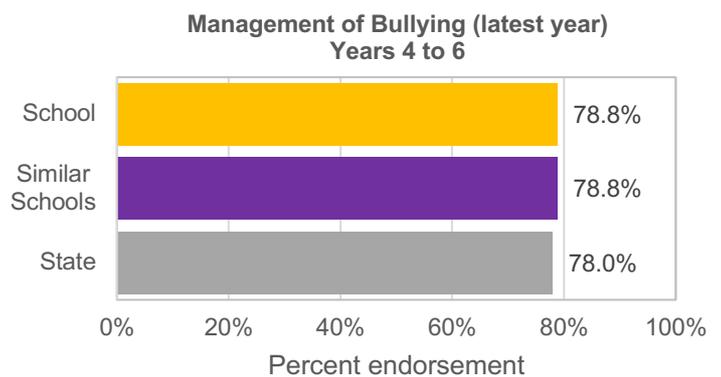
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 78.8% | 86.0% |
| Similar Schools average: | 78.8% | 79.2% |
| 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 | \$6,252,459 |
| Government Provided DET Grants | \$720,386 |
| Government Grants Commonwealth | \$28,534 |
| Government Grants State | \$414 |
| Revenue Other | \$161,502 |
| Locally Raised Funds | \$1,056,495 |
| Capital Grants | NDA |
| Total Operating Revenue | \$8,219,790 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$440,471 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | \$440,471 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$6,599,954 |
| Adjustments | NDA |
| Books & Publications | NDA |
| Camps/Excursions/Activities | \$50,590 |
| Communication Costs | \$12,223 |
| Consumables | \$227,408 |
| Miscellaneous Expense ³ | \$95,107 |
| Professional Development | \$14,109 |
| Equipment/Maintenance/Hire | \$220,852 |
| Property Services | \$267,375 |
| Salaries & Allowances ⁴ | \$242,300 |
| Support Services | \$188,279 |
| Trading & Fundraising | \$37,337 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | \$60,380 |
| Total Operating Expenditure | \$8,015,914 |
| Net Operating Surplus/-Deficit | \$203,876 |
| Asset Acquisitions | \$5,483 |

- (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

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,318,780 |
| Official Account | \$93,793 |
| Other Accounts | NDA |
| Total Funds Available | \$1,412,573 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$195,908 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | NDA |
| Funds Received in Advance | \$132,709 |
| School Based Programs | \$60,396 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | \$250,000 |
| Capital - Buildings/Grounds < 12 months | \$225,000 |
| Maintenance - Buildings/Grounds < 12 months | \$126,000 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | \$990,013 |

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.