

2008 Annual Report to the
School Community



School Overview

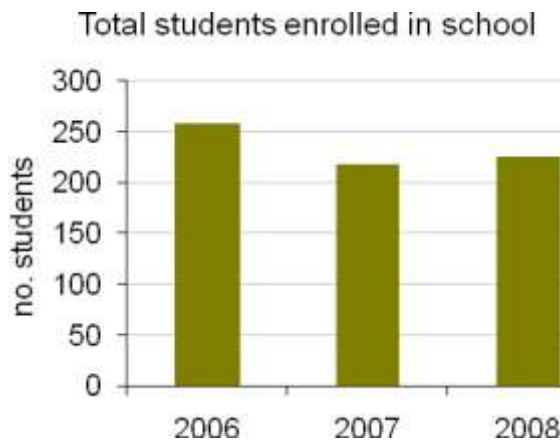
2008 was the final year of implementation of the current school charter which commenced in 2005. The major focus of the charter was to ensure all students are supported and extended in their ability to learn across all essential learning areas. The school environment is to be one that is safe and caring, where mutual respect is demonstrated between students, parents and teachers, and where student behaviours are appropriate to safe and sensible play practices. As it was the final year of implementation the Strategic Review was undertaken. This involved consultation with staff, parents, students and the Senior Executive Officer Anne Rae, and was facilitated by Doctor David Gurr from the University of Melbourne.

The review process identified many achievements, with the majority of the charter goals being reached. Feedback from parents and students was highly positive, with some areas identified for future improvement. Following the review and Dr Gurr's report, a new Strategic Plan was written for the coming four years.

The major goals and targets in the Annual Implementation Plan for 2008 were:

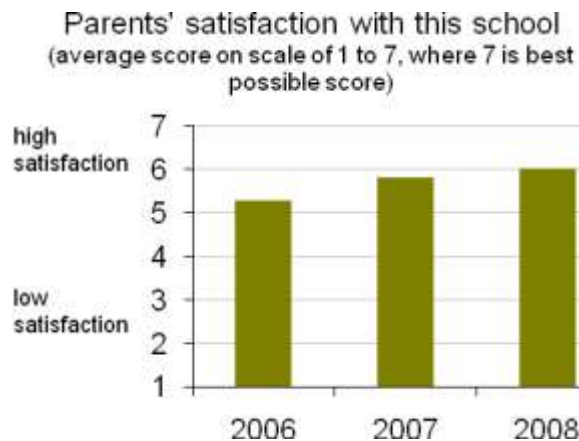
- To improve student achievement in English and Maths, especially for those students in the senior school who are underperforming. 90% of Year 6 students will achieve Standard 4 by the end of 2008. 100% of Year 5 students will be working toward Standard 4 by the end of 2008.
- To improve planning, teaching and learning practices to ensure delivery of a curriculum that engages and challenges students, promoting deeper levels of thinking in all students. Continue improvement in Attitudes to School Survey – Student Motivation 25% & Stimulating Learning 50%.
- To facilitate a smoother transition from Pre-school to Prep, focusing on the developmental stages of learning (supported by the implementation of a play-based learning program). 90% of students who scored at low levels on the beginning of the year Prep Assessments will achieve Standard 1 by the end of the year.

Student enrolments



Enrolments improved from 2007 to 2008, with a much larger cohort of 34 prep students enrolled and a smaller number of grade six students graduating at the end of 2007 (33 students), as well as 6 new students enrolling at other year levels. The continuation of our marketing program, combined with very positive feedback about the school across the wider community, has seen unprecedented numbers enrolled for the 2009 school year.

Parent Satisfaction



Parent satisfaction has continued to improve with the average score for Rosanna Golf Links at 6.03 on a scale from 1 to 7, where 7 is the best possible score. The state median score for primary schools was 5.91. Although these are pleasing results, the school will continue close consultation with the parents in order to ensure continuous improvement.

Commonwealth Requirements

- Teacher Satisfaction** - The average score for teacher satisfaction (individual morale) at Rosanna Golf Links PS was 81.0 on a scale from 1 to 100 where 100 is the best possible score. The average score for school morale was 87.1. Both scores were above the State median, with the school morale score at the 75th percentile. These scores are continued improvement on already very positive trends in terms of teacher satisfaction..
- Teacher Absence** - The average number of days absent per teacher was 10.23 days compared to the state median of 6.40 days. This is above the 75th percentile. The high number of days absent can be directly attributed to the continued long-term absence of two staff members who were involved in serious motor vehicle accidents in 2006 and continued to be absent throughout 2008 as a result of their injuries.
- Teacher Retention** - Of the 26 teaching service staff at Rosanna Golf Links PS at June 2007 (including those on leave without pay), 22 or 85% were still at the school at June 2008. This figure across all Government schools was 84%.
- Of the 18 ongoing teaching service staff at Rosanna Golf Links PS at June 2007 (including those on leave without pay), 16 or 89% were still at the school at June 2007. This figure across all Government schools was 88%.
- Teacher participation in professional learning** – All teaching and support staff have participated in professional learning throughout the year through participation in performance and development teams. Professional learning was closely aligned to the whole school goal and personal goals that were set in staff development plans. One graduate teacher and two members of staff participated in the Induction / Mentoring program for Beginning teachers.
- Teacher Qualifications** – All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Principal's Report

One of the key tasks for 2008 was the conduct of the School Review and the writing of our new School Strategic Plan. Opportunities for the school community to be involved through participation in a Parent Forum added a qualitative enrichment to this process. The feedback from our reviewer, Dr David Gurr, was highly positive. The following comment reflects the dedication of the staff who work at Rosanna Golf Links and the support they receive from the school community:

Student outcomes are generally very good and at times excellent, giving parents confidence that their children will be well looked after in terms of literacy and numeracy development. Parent and student opinion data will improve, as this is a school with very good teaching and learning programs, a range of excellent additional programs to support and extend students, all housed within pleasant buildings and grounds – it is a school that is immediately appealing in the broadest sense. The school community is to be congratulated on having such a fine school.

Although it was a review year, each of the Charter teams continued to work through the final stages of their Implementation Plans. Quality teaching and learning programs, a wide range of extra-curricular programs and whole of school events were once again provided. The highlight for me was the staging of the school production, an event we had traditionally outsourced. In 2008 our school production 'Bunyips, Ballads and Bush Baddies' was written and produced by the staff and students, and was a credit to everyone involved.

We commence 2009 with high levels of enthusiasm and anticipation – a new School Strategic Plan, increased access to ICT, and the highest number of prep students for more than a decade. I am very proud to be Principal of such a 'fine school'.

Janis Fischer, Principal

School Council President's Report

Rosanna Golf Links Primary School completed 2008 with an air of anticipation for growth in community for 2009. The number of prep enrolments for 2009 was well above that of 2008.

The community at RGLPS has already had such a positive community feel to 2008, it was exciting to think that the community was only going to grow bigger and stronger for 2009.

Some of the events for 2008 were:

- The usual outstanding contribution to the Banyule Festival, where the school actively participates in the parade.
- The school production, where staff, children and families worked together to create a wonderful journey for all the children, where every child had a chance to be part of a theatrical experience
- The school fair was bigger and stronger than ever, with families, teachers and children working to create a community event that raised not only funds but fun for all involved.
- The personalized pavers were installed to create a lovely community feel around the junior building

The 2008 school review included sessions where families had the opportunity to brainstorm their vision for the school.

A wonderful community spirited year.

Shelli Giosis, President

Student Progress & Achievements

Student Learning

The Annual Implementation Plan for 2008 identified the following goal and associated targets for Student Learning:

- To improve student achievement in English and Maths, especially for those students in the senior school who are underperforming.

Targets:

- 90% of Year 6 students will achieve Standard 4 by the end of 2008.
- 100% of Year 5 students will be working toward Standard 4 by the end of 2008.

Year 6

This particular cohort of students was identified in previous years as requiring additional support. This has been addressed over the years through the provision of support programs in English and Maths (2005 and 2006), class sizes of 21 in the senior school in 2007, and employment of a very experienced grade 5/6 teacher as Acting Assistant Principal in 2008 to provide support to both the staff and the students in the senior school area.

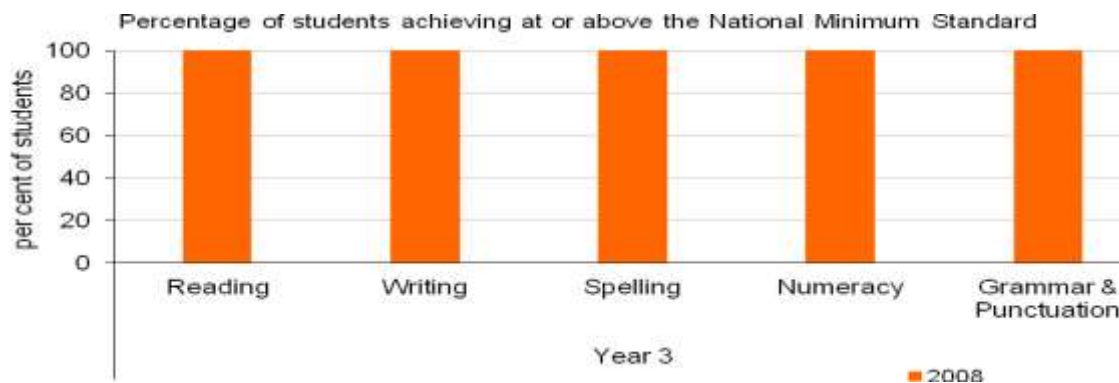
As shown in the Year 6 table below, although the majority of the students were operating at a 'C' level or above by the end of year 6, our target of 90% of students achieving the required standard was only met in Measurement, Chance & Data. Although we did not reach the set target (90% at the appropriate standard) in the other learning areas, the improvement in the results for this particular cohort over the three year period was very positive.

Year 6 VELS Levels 2006 - 2008	C or above (%)			D (%)			E (%)			At appropriate standard (%)		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Reading	90	91	96	8	9	4	2	0	0	45	64	68
Writing	94	90	89	3	10	11	3	0	0	52	50	75
Speaking & Listening	91	97	100	9	3	0	0	0	0	64	50	77
Number	93	97	100	7	3	0	0	0	0	77	86	86
Measurement, Chance & Data	93	97	100	7	3	0	0	0	0	87	89	93

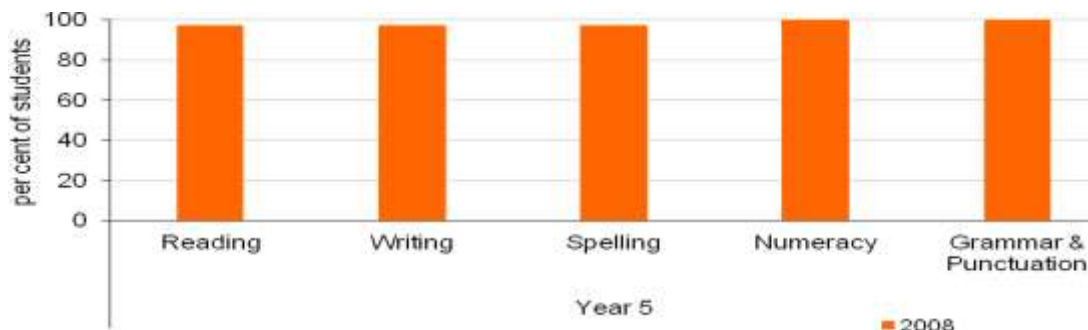
Year 5

As indicated in the Year 5 table, our targets for this cohort were met in all areas except for writing, where 2 students are working below the expected level.

Year 5 VELS Levels	C or above	D	E	At standard 3.25 or above
Reading	100%	0%	0%	100%
Writing	94%	6%	0%	94%
Speaking & Listening	100%	0%	0%	100%
Number	100%	0%	0%	100%
Measurement, Chance & Data	100%	0%	0%	100%

Percentage of students achieving at or above the National Minimum Standards**Year 3**

As shown by the results of the NAPLAN tests, 100% of our Year 3 students achieved at or above the National Minimum Standard in all areas that were tested. This included four deaf students who participated in the testing program alongside their twenty hearing peers.

Year 5

Of the 37 grade 5 students who participated in NAPLAN, 100% of the students achieved at or above the National Minimum Standard in Numeracy and Grammar & punctuation, and 97.3% of students achieved at at or above the minimum standard for reading, Writing and spelling. The grade 5 cohort included seven deaf students.

Reporting on Program for Students with Disabilities (PSD) students

There were 34 PSD funded students enrolled in 2008. Of these, 28 students were enrolled in the Deaf Facility, with two of the remaining six students enrolled in the mainstream school having deafness as one of their disabilities. All of the deaf students had individual learning plans for speaking and listening and personal learning and interpersonal development.

Twelve of the students also had individual learning plans for Reading and Writing, and thirteen of the students had ILPs for Mathematics. These were reported using Teacher Assessment of Student Progress. In English, 58% of the students made 'good progress' and 42% made 'satisfactory progress'. In Mathematics, 38% made 'good progress'; 38% made 'satisfactory progress' and 23% made 'little progress'. For those students who made 'little progress' goal setting for 2009 will need to be closely monitored.

The remaining PSD funded students were assessed against the Victorian Essential Learning Standards and their results are included in the composite school data.

Student Engagement and Wellbeing

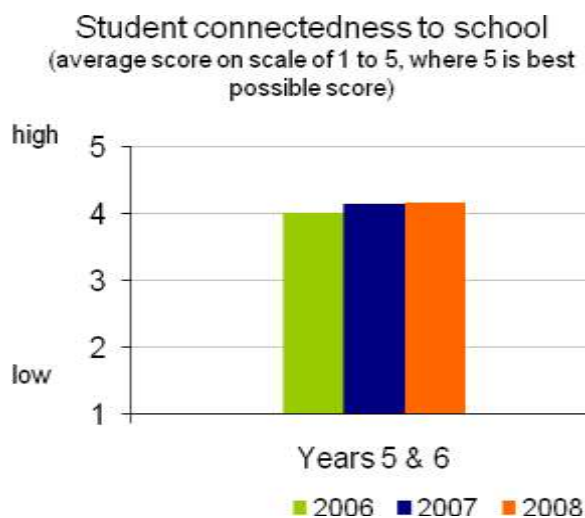
The Annual Implementation Plan for 2008 identified the following goal and associated targets for Student Engagement and Wellbeing:

- To improve planning, teaching and learning practices to ensure delivery of a curriculum that engages and challenges students, promoting deeper levels of thinking in all students.
- Continue improvement in Attitudes to School Survey – Student Motivation 25% & Stimulating Learning 50%.

The Attitudes to School Survey is given to all year 5 and 6 students in May of each year. The students are asked to what extent they agree with a number of statements to do with various factors about their school experiences. All indicators in the teaching and learning area of the survey showed degrees of improvement except for Stimulating Learning. Our goal was for Stimulating Learning to improve from 43% to 50%; instead it fell to 25%!

On a positive note, the Student Motivation target of improving from 15% to 25% was met easily, with the percentile rank in this area improving to 32%. Another positive improvement was that of Learning Confidence, which increased to around the 60th percentile.

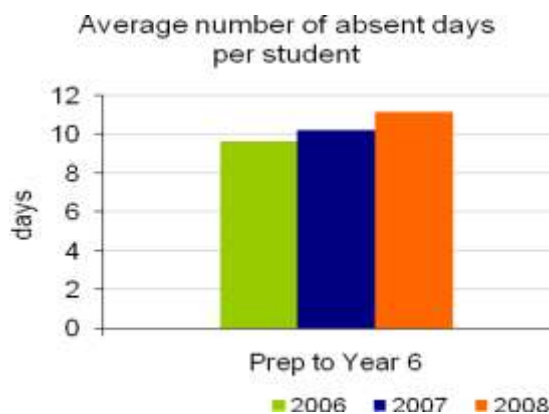
Students' school connectedness



Another area that the Attitudes to School Survey covers is School Connectedness. The year 5 and 6 students were asked to what extent they agreed with each of the five statements (I feel good about being a student at this school, I like school this year, I am happy to be at this school, I feel I belong at this school, I look forward to going to school) on a scale where 1=strongly disagree and 5=strongly agree. The mean score is reported.

In 2006 the mean score was 4.01, with an increase to 4.14 in 2007 and a slight increase to 4.15 in 2008. Although these are higher than average ratings, the school continued to endeavour to improve student connectedness through the employment of a 'critical friend' to support teachers in redesigning the integrated curriculum. This involved ensuring the curriculum is truly inquiry based, with students contributing the questions they would like answered in the inquiry process.

Average number of absent days per student



Over the past three years student absence at the school has shown an increase. However, the average of 11.1 days per student is still below the state average of 13.4 days. The increases in absence levels at particular year levels can be identified as contextual e.g. extended overseas holidays. The school will continue to seek to maintain the trend of low absence rates across all year levels.

Student Pathways and Transitions

The Annual Implementation Plan for 2008 identified the following goal and associated targets for Student Pathways and Transitions:

- To facilitate a smoother transition from Pre-school to Prep, focusing on the developmental stages of learning (supported by the implementation of a play-based learning program).
- 90% of students who scored at low levels on the beginning of the year Prep Assessments will achieve Standard 1 by the end of the year.

The introduction of project-based learning sessions (a slight variation to play-based learning) had a very positive response from students, teachers and parents. Visits to the classrooms during these sessions showed students who were highly engaged in a range of learning activities. In terms of our target, the data can only show us the percentage of all students who attained appropriate levels by the end of the year. In terms of this data, the percentages of students who reached the appropriate level were:

Assessment of Reading:	Level 1 – 100%; Level 5 – 83.3%
Victorian Essential Learning Standard 1 (or higher)	Reading – 81%
	Writing – 92%
	Speaking & Listening – 97%
	Number – 97%
	Measurement, Chance & Data – 100%

All of these results are a vast improvement on 2006 data, and with the exception of Reading, a continued improvement from 2007 to 2008. A further success of our work in Student Pathways and Transitions is reflected in an enrolment of 58 prep students for the 2009 school year.

Deaf Facility

The Deaf Facility at Rosanna Golf Links continued to play a major role in support of students with hearing loss. In 2008, 30 students directly benefited from the programs and support provided by Deaf Facility staff. The Facility has monthly visits from Australian Hearing and access to services from Cochlear. All students received a significant technology upgrade of hearing equipment from Australian Hearing during 2008 as 'microlinks' were issued to each child. Northern Metropolitan Region provided the funds to purchase and install Wall Pilots in classrooms allowing the students who are deaf to move from room to room with the frequency automatically changing.

Another great achievement was the development of a new program titled 'Deaf Studies'. This is a comprehensive program that addresses issues related to deafness for all of our Prep to Grade 6 students who are deaf. Both parents and students had the opportunity to provide input into the development of this program.

The second part of the 'Cracking the Conversation Code' research was conducted in conjunction with Melbourne University involving grade 3-6 students. The Teachers of the Deaf attended the Teachers of the Deaf of Australia Conference (TODAC) in Moorabbin.

Grants to the Facility continued to support the learning of students, with some of the technology provided through these grants benefiting all of the students at our school. In 2008 grants were provided by Deafness Foundation – 'Improving Listening Environments for 3/4 students' through the installation of a Sound Field system in a 3/4 classroom (\$4900); Victorian Foundation for the Promotion of Oral Education of the Deaf – 'Deaf Studies' resources (\$2100); Bendigo Bank 'Let's Be Heard' (\$10000). Deaf Children Australia ran a parenting program called 'Cool Kids Cool Families' here at school during term 3 to support parents and families who have a child with a disability, namely deafness. RGLPS Deaf Facility participated in the Deaf Education review in a number of ways including hosting a visit from DEECD organised by the reviewers Jim and Marilyn Spinks. This was a significant time that showcased the facility's achievements and the way the students are integrated into mainstream education.

Sustainable Schools

Rosanna Golf Links has entered the fourth year of its journey towards full Sustainable School accreditation with ResourceSmart AuSSI Vic (The Australian Sustainable Schools Initiative). The core module was completed midway through 2007 and the Energy, Water, Waste and Biodiversity modules are now being addressed. The checklists for the modules are comprehensive and rigorous, and have now been updated to include a Green Procurement component.

In 2008 one of the goals in the Annual Implementation Plan was to further develop and implement the principles of the Sustainable Schools program into classroom and school practice. An important step forward was achieved when a new whole school curriculum was developed. This embedded Sustainability in the curriculum and ensured progressive content from Prep to Year 6.

The new official roles of Environment Leaders will be introduced in 2009. Two leaders from each class will become advocates for sustainable practices. This student led approach will be an integral component for creating a Sustainable ethos at Rosanna Golf Links Primary School.

Future Directions

Student Learning

The following year will see Rosanna Golf Links Primary School continue to create a learning environment which is characterized by high expectations but supported by optimum student and staff welfare. Students will have the opportunity to work within a whole school integrated curriculum which is aligned with the Victorian Essential Learning standards and designed to both develop skills of inquiry and promote the development of global citizens who are environmentally, socially and economically responsible.

The school will continue to establish a collective accountability for rigorous and robust assessment and monitor of progress which is informative and clearly directs future learning pathways for individuals and similar cohorts of learners.

Student Engagement and Wellbeing

Our commitment to the You Can Do It program and the Habits of the Mind for our senior classes will continue to underpin our school's core values. These values will be woven into our curriculum and embrace the emotional intelligence of our students, enhancing a general feeling of wellbeing for all.

The use of innovative curriculum and the integration of ICT into all classrooms will be used as a catalyst to enhance teacher practice and improve learning outcomes through an immersion in current learning technologies.

Students will have the opportunity to use:

- Interactive white boards
- Aspire 'Netbooks' (1 class of 25 students will use 1:1 program as a pilot program, whilst a second class set will be used as a mobile computer laboratory)
- Both PC and Macintosh operating systems
- A variety of electronic communication systems e.g. email and blogging to improve information and communication networks
- Information and computer technologies which are state of the art and working effectively

Teachers will have the opportunity improve teacher practice through

- Attendance at targeted and innovative professional development sessions
- The implementation of interactive learning experiences
- Enriched professional knowledge in the use of both popular electronic operating systems
- Intensive and supported use of electronic learning tools
- Information and computer technologies which are state of the art and working effectively
- Improved use of information and computer storage and retrieval systems.

Student Pathways and Transitions

More rigorous attention will be paid to the transitional pathways of not only preschoolers to our Prep classes and our senior students who move to secondary schools, but for all students moving each year into new classroom settings. Students will experience continuous peer collegiality throughout the year in a variety of settings and circumstances.

Our school will also further promote its image in the community as a quality learning environment for all and most especially as a world class facility for the hearing impaired.

Financial Performance and Position

Revenue exceeded expenditure by \$73,846. This was largely due to receiving the Commonwealth Water Grant funds of \$50,000 and the tank not being installed before the end of 2008. With the toilets being upgraded over the 2008/2009 holiday break, additional revenue was also put aside to help cover the cost of these works.

The 'Locally Raised Funds' line in Revenue includes all money that comes in through trading operations such as Out of School Hours Care, Canteen and Uniform sales, as well as money that is paid by parents for school fees, camps, excursions, incursions, sport and the school social. The 'Property Services' line in Expenditure includes contract cleaning, sanitation, refuse & garbage and building ground works costs. Miscellaneous includes all expenditure for excursions, incursions and camps. The purchase of five Interactive Whiteboards was included in the Capital Expenditure figure in Cases21 Finance.

Program Budgets for 2009 have been developed in line with the School Strategic Plan and Annual Implementation Plan.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	220 688
Commonwealth Government Grants	91780
State Government Grants	800
Other	47050
Locally Raised Funds	293463
Total Operating Revenue	653781
Expenditure	
Salaries and Allowances	184190
Bank Charges	2111
Consumables	64493
Books and Publications	14230
Communication Costs	13473
Furniture and Equipment	49030
Utilities	11721
Property Services	67347
Travel and Subsistence	25
Motor Vehicle Expenses	
Administration	3729
Health and Personal Development	867
Professional Development	11092
Trading and Fundraising	87411
Support/Service	8954
Miscellaneous	61261
Total Operating Expenditure	579935
Net Operating Surplus/-Deficit	73846
Capital Expenditure	41441
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	169111.81
Official Account	13332.50
Other Bank Accounts	22363.46
Bendigo Bank Term Deposit	
Victorian Teachers Credit Union	107367.18
Library Trust Fund	4695.95
Total Funds Available	316870.90
Financial Commitments	2008 Actual
School Operating Reserve	92187.40
Co-operative Bank Account	1500.00
Assets or Equipment Replacement < 12 months	
Revenue Received in Advance	
Building/Grounds including SMS < 12 months	152748.50
Region /Clusters Funds/School Based Programs < 12 months	25935.00
Provision Accounts < 12 months	
Repayable to DEECD	40000.00
Other Recurrent Expenditure (Accounts Payable)	
Assets or Equipment Replacement > 12 months	4500.00
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
Total Financial Commitments	316870.90

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the Principal, Janis Fischer.