

2018 Annual Report to The School Community



School Name: Rosanna Golf Links Primary School (4753)



- 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 13 March 2019 at 01:02 PM by Kelly Morrow
(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 29 March 2019 at 01:36 PM by Matthew Oates
(School Council President)

About Our School

School context

Rosanna Golf Links PS is located on an expansive, well-landscaped and attractive site. The school philosophy has a strong focus on all children being provided with opportunities to achieve their full potential, with an emphasis on the development of Literacy, Numeracy, Sustainability and Information & Communication Technology (ICT) competencies. Our school prides itself on our commitment towards inclusive education and an undertaking to provide differentiated learning programs which are designed to cater to individual children's point of need and learning styles. Additional to our classroom programs all students are provided with an extensive variety of enrichment programs and opportunities which engage them in their learning and allow them to collaborate with peers to deepen their understanding of the world in which they live.

Our mainstream educational program allows for the very successful integration of the students enrolled in our Deaf Facility. Every student in our school is special, each has their own way of learning and each has the opportunity to be recognised for their individuality. At each stage of a student's schooling students are supported by wonderful teachers in a caring and nurturing environment where student welfare and educational achievement are our commitment.

Our school had 514 students with 2.6 Principal Class, 2 Learning Specialists, 1 Leading Teacher, 29 full time teaching staff and 6 Education Support Staff. Our Deaf Facility had 30+1 deaf students, supported by 7 Full Time Teachers of the Deaf. An additional 9 mainstream students received disability funding.

Framework for Improving Student Outcomes (FISO)

The initiatives 'Building Practice Excellence' and 'Empowering students and building school pride' align with the goals from the Strategic Plan and the focus within our school of building consistency and quality of teacher practice and commitment to improved student learning. As a school, we strive to share exemplary practice. This was supported through targeted whole school professional learning, communities of practice with neighbouring schools and strategic individual and team coaching. The introduction of our Professional Learning Communities, improved data analysis and cohort ownership was a key enabler. 2018 End cycle data analysis indicates that an average of 54.3% of students were achieving above level in reading, 44.3% in writing and 44.8% in number.

Achievement

Teacher assessments of student achievement in Prep to Year 6 against the Victorian Curriculum indicate the percentage of students working at or above age expected standards in English and Mathematics is similar to the median of other Victorian government schools. In the 2018 NAPLAN assessments our Year 3 students performed similarly to the median of other 'like' schools in both reading and numeracy. The Year 5 NAPLAN Reading results indicate lower achievement compared to 'like' schools, with the 4 year average well above other Victorian Government Schools. The Year 5 Numeracy results indicate performance similar to the median of other 'like' schools. Year 3 and 5 numeracy also indicates above State performance, with our 4-year average trending in the higher range of results for the middle 60% of Victorian government primary year levels.

Engagement

The school population has continued to grow demonstrating that our school is a school of choice in the local area. 2018 was the second year we were able to implement our school enrolment policy with a Department of Education Ceiling enforced in 2016. The school priority of maintaining small class sizes was able to be achieved across the school, with an average grade size of 22.4 in Prep to Year 2 and 24.3 in Year 3 to 6.

Attendance has continued to be tracked closely with a growing trend of absences associated with family holidays

during the term. Data indicates a decline since 2015, where average student absences were at 16.04 days to 2018 where the days per full time equivalent totalled 12.71, reaching our target of no more than thirteen days annually. Attendance data indicates that students are absent at similar levels to students at other Victorian government schools, as well as 'like' schools. Families continue to email the Principal for family holiday approval and this has become routine.

Student opinion survey data indicates improved positive response percentages in all factors, with the average 'Effective teaching practice for cognitive engagement' domain exceeding previous years with 82.2% endorsement.

Wellbeing

Our school leadership programs include School Captains, Vice Captains, Student Council, Environment Leaders, Deaf Facility, House, Band and Choir Captains. Student voice and agency through fortnightly meetings with the Assistant Principal and Leading Teacher was a key highlight. Our senior school Peer Mediators have continued to grow their roles and add to our student leadership group. These leaders have provided younger students in the yard support and assistance.

Student perception of student stimulating learning, teacher effectiveness and teacher empathy improved again in 2018 with a positive response rate of 81%, 84% and 70%. Student opinion survey data indicates improved positive response percentages in all factors, with the average 'Student safety' domain exceeding previous years with 85.6% endorsement.

The implementation of Respectful Relationships has been a key enabler for the Welfare Strategic Team and they have planned for the introduction of School Wide Positive Behaviour implementation in 2019.

Financial performance and position

The Net Operating Deficit is the accumulative total of Student Resource Package and the school level cash component. The total is the result of the staffing deficit associated with trading operations and the year to date variance report. This variance is associated with planned budgeted commitments.

For more detailed information regarding our school please visit our website at
<http://www.rosanna-golflinks-ps.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community 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

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 527 students were enrolled at this school in 2018, 290 female and 237 male.

11 percent of students had English as an additional language and 0 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: High

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.

| Parent Satisfaction | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 75.2 | 85.1 | 78.3 | 91.6 |

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.

| School Climate | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 74.3 | 77.7 | 66.6 | 86.7 |

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

| Teacher Judgments at or above age expected standards (latest year) | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|--|---------|--------------|-----------------------|------------------------|-------------------|
| Domain | Percent | Percent | Percent | Percent | |
| English | 91.7 | 90.1 | 82.6 | 95.3 | Similar |
| Mathematics | 93.0 | 91.1 | 84.0 | 96.4 | Lower |

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

| NAPLAN top 3 bands (latest year) | | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|----------------------------------|------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (latest year) | 81.5 | 76.5 | 62.0 | 89.2 | Similar |
| Year 3 | Numeracy (latest year) | 80.0 | 72.5 | 53.6 | 87.5 | Similar |
| Year 5 | Reading (latest year) | 64.3 | 64.9 | 48.8 | 80.0 | Lower |
| Year 5 | Numeracy (latest year) | 67.3 | 55.6 | 37.0 | 75.0 | Similar |

| NAPLAN top 3 bands (4 year average) | | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|-------------------------------------|---------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (4 year average) | 83.0 | 71.4 | 57.6 | 83.6 | Similar |
| Year 3 | Numeracy (4 year average) | 74.1 | 65.7 | 51.2 | 80.0 | Similar |
| Year 5 | Reading (4 year average) | 79.3 | 61.2 | 47.0 | 75.5 | Lower |
| Year 5 | Numeracy (4 year average) | 66.4 | 54.8 | 39.2 | 71.4 | Similar |

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

| NAPLAN Learning Gain | Low Growth | Medium Growth | High Growth |
|-------------------------|------------|---------------|-------------|
| Domain | Percent | Percent | Percent |
| Reading | 44.9 | 44.9 | 10.2 |
| Numeracy | 20.4 | 63.3 | 16.3 |
| Writing | 20.4 | 49.0 | 30.6 |
| Spelling | 38.8 | 34.7 | 26.5 |
| Grammar and Punctuation | 14.3 | 63.3 | 22.4 |

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

| Average number of absence days | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|---|--------|--------------|-----------------------|------------------------|-------------------|
| | Number | Number | Number | Number | |
| Average number of absence days (latest year) | 12.7 | 15.1 | 12.9 | 18.1 | Similar |
| Average number of absence days (4 year average) | 13.8 | 15.2 | 13.2 | 17.8 | Similar |

Attendance Rate

Average 2018 attendance rate by year level:

| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------|---------|---------|---------|---------|---------|---------|---------|
| | Percent |
| Attendance Rate (latest year) | 93 | 93 | 94 | 94 | 94 | 95 | 93 |

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Sense of Connectedness | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|--------------------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 83.3 | 81.1 | 72.6 | 89.0 | Similar |
| Percent endorsement (2 year average) | 80.7 | 81.7 | 73.8 | 88.7 | Similar |

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Management of Bullying | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|---|---------|--------------|-----------------------|------------------------|-------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 85.2 | 81.2 | 72.2 | 90.3 | Similar |
| Percent endorsement (2 year average) | 80.8 | 81.8 | 73.7 | 89.7 | Similar |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,535,360 |
| Government Provided DET Grants | \$384,807 |
| Government Grants Commonwealth | \$158,545 |
| Government Grants State | \$0 |
| Revenue Other | \$21,850 |
| Locally Raised Funds | \$1,020,664 |
| Total Operating Revenue | \$6,121,226 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$15,520 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$15,520 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$4,663,093 |
| Adjustments | \$0 |
| Books & Publications | \$11,429 |
| Communication Costs | \$12,849 |
| Consumables | \$123,385 |
| Miscellaneous Expense ³ | \$337,975 |
| Professional Development | \$20,879 |
| Property and Equipment Services | \$706,538 |
| Salaries & Allowances ⁴ | \$565,307 |
| Trading & Fundraising | \$134,945 |
| Travel & Subsistence | \$0 |
| Utilities | \$49,576 |
| Total Operating Expenditure | \$6,625,977 |
| Net Operating Surplus/-Deficit | (\$504,750) |
| Asset Acquisitions | \$39,862 |

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$8,582 |
| Official Account | \$5,245 |
| Other Accounts | \$464,232 |
| Total Funds Available | \$478,059 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$63,592 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$27,710 |
| Funds Received in Advance | \$20,202 |
| School Based Programs | \$29,965 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$58,956 |
| Repayable to the Department | \$132,321 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$145,314 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$478,059 |

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 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').