2019 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 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 2019 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 29 May 2020 at 11:11 AM by Kirrily Lamers (Principal)

The 2019 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 29 May 2020 at 11:31 AM 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 515 students with 3 Principal Class, 3 Learning Specialists and 32 full time teaching staff and 11 Education Support Staff, including our office staff and 1 literacy support staff member. Our Deaf Facility had 33+3 deaf students, supported by 6 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 continuation of our Professional Learning Communities, improved data analysis and cohort ownership was a key enabler. 2018 End cycle data analysis indicates that 53.7% of students in P-6 were achieving above level in Reading, 49.8% in Writing and 45.5% 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 slightly above the median of other Victorian government schools. In the 2019 NAPLAN assessments, our percentage of Year 3 students in the top 3 bands were above the state median and above similar schools in Reading and above the state median however, below similar schools in Numeracy. Our percentage of Year 5 students in the top 3 bands were above the state median however, below similar schools in Reading and above the state median and above similar schools in Numeracy. The 4 year average of students in Year 3 and 5 in the top three bands of NAPLAN were well above other Victorian Government Schools in both Reading and Numeracy.

Engagement

The school population has continued to grow demonstrating that our school is a school of choice in the local area. 2019 was the third 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 21.7 in Prep to Year 2 and 23 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 constant increase in 'Family Holidays' since 2016 from 2.55 to 4.12 in 2019. The combined total for Absence Days per Full Time Enrolment (FTE) for 'Illness' & 'Medical' has increased from 4.66 in 2018 to 5.72 in 2019. The 'Family Holidays', 'Illness' & 'Medical' reasons have increased our absence data from 12.78 in 2018 to 14.37 in 2019.

Student opinion survey data generally shows consistent results with 2018, with notable improvements in 'Differentiated Learning Challenges' and 'Sense of Inclusion'. We continue to focus on 'Teacher Concern' and 'Student Voice and Agency'.

Wellbeing

Our student 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 Effective Teaching Practice for Cognitive Engagement has remained steady with a positive response rate of 81%. Student perception of the factors within the 'Student Safety' domain indicate an average positive response rate of 84.3%. Our focus continues to be on Teacher Concern and Student Voice and Agency.
The implementation of Respectful Relationships has been a key enabler for the Welfare Strategic Team and began the implementation the School Wide Positive Behaviour Support framework in 2019. Through a rigorous community consultation process, we renewed our school values to, 'We are: Responsible, Kind & Persistent'.

Financial performance and position

The Net Operating Surplus is the accumulated total of the Student Resource Package and the school level cash component less operating expenditure. The total is the result of reduced property and equipment services costs in 2019 due to completion of the capital works project in the prior year, offset by the staffing deficit associated with trading operations, and the year to date variance report. The variance is associated with planned budget commitments.
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.

For more detailed information regarding our school please visit our website at https://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.

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 523 students were enrolled at this school in 2019, 283 female and 240 male.

10 percent were EAL (English as an Additional Language) students and 0 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

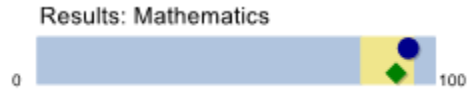
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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: ◆

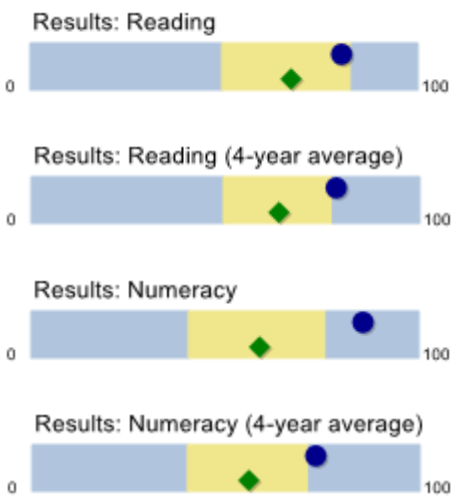
Key: Similar School Comparison — Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	

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: ◆

Key: Similar School Comparison — Above ● Similar ● Below ●

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.		Above Below
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.		Below Above

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: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

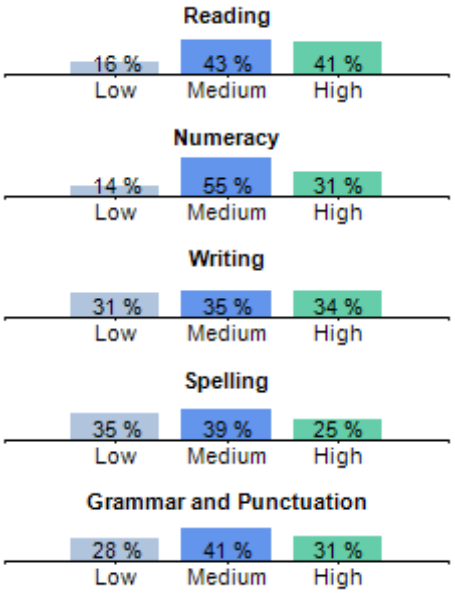
Achievement

NAPLAN Learning Gain
Year 3 - Year 5

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

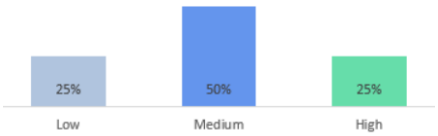
NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.

Student Outcomes



Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.



Statewide Distribution of Learning Gain (all domains)

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: ◆

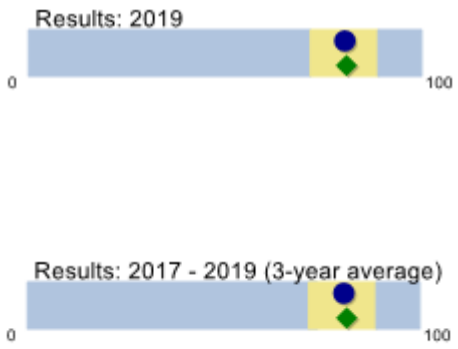
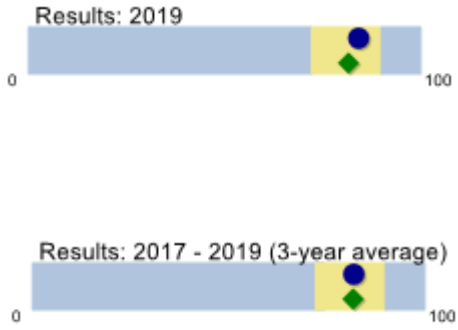
Key: Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) Few absences <------> Many absences	
Average 2019 attendance rate by year level:	Prep: 94 % Yr1: 92 % Yr2: 93 % Yr3: 93 % Yr4: 93 % Yr5: 92 % Yr6: 91 %	Similar school comparison not available

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: ◆

Key: Similar School Comparison — Above ● Similar ● Below ●

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).		
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).		

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, 2019

Revenue	Actual
Student Resource Package	$4,684,083
Government Provided DET Grants	$425,807
Government Grants Commonwealth	$236,312
Revenue Other	$20,175
Locally Raised Funds	$1,092,345
Total Operating Revenue	**$6,458,721**

Equity[1]	
Equity (Social Disadvantage)	$15,690
Equity Total	**$15,690**

Expenditure	
Student Resource Package[2]	$4,927,472
Books & Publications	$8,009
Communication Costs	$9,621
Consumables	$131,492
Miscellaneous Expense[3]	$322,277
Professional Development	$21,754
Property and Equipment Services	$309,986
Salaries & Allowances[4]	$490,276
Trading & Fundraising	$138,294
Utilities	$44,236
Total Operating Expenditure	**$6,403,417**
Net Operating Surplus/-Deficit	**$55,304**
Asset Acquisitions	**$6,495**

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	$709,492
Official Account	$37,192
Other Accounts	$29,862
Total Funds Available	**$776,546**

Financial Commitments	
Operating Reserve	$239,789
Other Recurrent Expenditure	$1,700
Provision Accounts	$33,231
Funds Received in Advance	$19,099
School Based Programs	$159,352
Funds for Committees/Shared Arrangements	$45,564
Repayable to the Department	$206,660
Capital - Buildings/Grounds < 12 months	$4,840
Maintenance - Buildings/Grounds < 12 months	$88,442
Total Financial Commitments	**$798,677**

(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 16 March 2020 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?

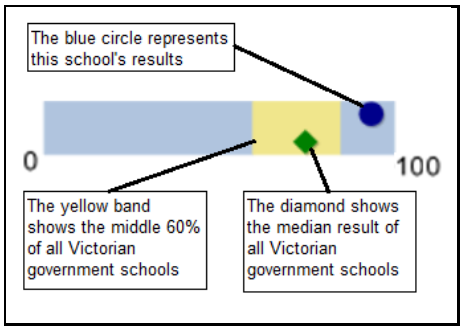
The Performance Summary reports on data in three key areas:

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).

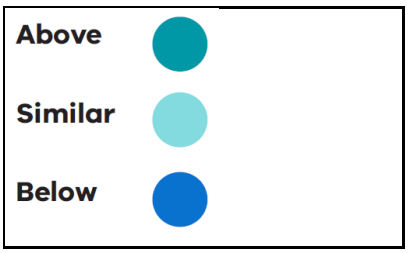


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').