

# 2018 Annual Report to The School Community



**School Name: Rowville Primary School (5000)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 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 28 March 2019 at 09:27 AM by Anne Babich  
(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 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 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 01 April 2019 at 08:46 PM by Reihna Ternes (School  
Council President)

## About Our School

### School context

Rowville Primary School (RPS) is located in the Eastern suburbs of Melbourne in the suburb of Rowville. The student enrolment in 2018 was 441 students. Several language groups other than English (EAL) account for 22% of the school population, a small percentage (.68%) of students identified as Aboriginal or Torres Strait Islander (ATSI) and 18.6% students were identified as disadvantaged. The Student Family Occupation (SFO) index was 0.3479 and the Student Family Occupation and Education (SFOE) Index was 0.3249.

In 2018 the school leadership team was structured to align with the identified school improvement goals, including; Principal, Assistant Principal, two Learning Specialists and Literacy leader. The school employed a team of staff that included, 24.2 fulltime equivalent (EFT) teachers and 10 (EFT) education support staff (ES). The school also employed a Speech Pathologist 0.4 and an Art therapist 0.6 to support our students.

The school was organised into single classes from Foundation to Year 6, and included the specialist subjects of Physical Education (PE), Visual and Performing Arts, Stephanie Alexander Kitchen Garden program (Years 3-6), STEM (Years 3-6) and Italian. The school also provided opportunities for students to participate in extensive sporting activities and an instrumental music program. A one to one digital device program operated in Years 3-6, with students in Foundation – Year 2 provided with banks of digital devices in each classroom.

During 2018, our teachers were able to add value to learning in every classroom through quality teaching with a whole school culture of high expectations for all learners. Our school values of respect, pride, responsibility and perseverance are modelled in our daily work with students. The values of the school ensure that Rowville Primary School is a safe, supportive and exciting place to learn and grow.

### Framework for Improving Student Outcomes (FISO)

In 2018, Rowville Primary School focused on the FISO Initiative Building Practice Excellence to support our whole-school improvement. The key improvement strategies identified were:

- To build teacher capacity to deepen content (what) and pedagogical (how) knowledge, in order to effectively differentiate the teaching of reading for all students.
- To consolidate and embed the whole school Instructional model
- To improve the data literacy of teachers.

Our Professional Learning Community (PLC) focus was on developing the capacity of our teachers to deliver a differentiated reading workshop model. All staff developed a shared expectation around what reading should look like in our school, with clear evidence of teachers consistently meeting the needs of our learners through small group instruction, individual conferencing and implementation of High Impact Teaching Strategies embedded across the school.

Our Professional Learning Teams (PLT) worked collaboratively to collect and analyse data using the following essential questions as part of the teaching and learning process:

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?

Teachers have shown an increased capacity in their ability to collect different sources of data and use this data to inform future planning. The PLT leaders met regularly to collaborate on problems of practice within a cohort of students and develop their collective efficacy as our middle leadership team. Our school was also part of two large professional learning projects in 2018 – a school partnership with Balwyn Primary School and the Professional Learning Communities Initiative.

### Achievement

In 2018 Rowville Primary School continued to focus on improving student learning outcomes through research-based instruction and authentic learning opportunities. Our teacher judgement data indicates that our students are working at or above the expected standards in English and Mathematics. Reading was our AIP priority in 2018. We are proud of our NAPLAN reading results which indicated 63.2% of our Year 3 students and 32.4% of our Year 5 students achieved in the top two bands. Our whole-school approach to implementing the reading workshop model has contributed to the improvement in student achievement in reading. Our Year 3 students NAPLAN results were very pleasing with 63 % of students achieving in the top two bands in numeracy and 54% of students in writing. Our Year 5 NAPLAN Numeracy results indicates that 27% of students are achieving in the top two bands in numeracy and only 9% of students in writing. Our relative growth data indicates an increase in the percentage of students achieving high relative growth. In 2018, 22% of students achieved high relative growth in reading, 21% in writing, 30% in numeracy and 27% in spelling. We have also decreased the percentage of student achieving low relative growth. In reading from 46% to 22%, writing from 36% to 24%, Numeracy from 36% to 27% and spelling from 32% to 27%. Students accessing the Program for Students with Disabilities made satisfactory or higher progress against their individual educational learning plan goals.

### Engagement

Rowville Primary School is a caring and supportive learning environment that provides outstanding opportunities for all students. Student engagement is the basis for student learning. Attitudes to School Survey results for Years 4 -6 indicates that students are engaged in their learning with both differentiated learning challenge (77.6 percentile) and stimulated learning (74.1 percentile) ranked high in the fourth quartile for this factor. Our school absence data showed that the average absence days per student in 2018 was 16.4 days, with the Foundation students having the lowest rate of absence across the school. We continue to reinforce the importance of student attendance at school every day. Through COMPASS our teachers monitor student attendance closely and raise any concerns about extended absences with families and/or the Assistant Principal.

### Wellbeing

In 2018, we continued to build a positive school culture through the building of relationships with all members of the school community so they feel valued and safe. Our Student Parliament structure promotes student voice and agency with our student leaders provided with opportunities to develop their leadership skills and confidence, with 81% of our Year 4-6 students responding positively to this factor on the Attitudes to School Survey. Our school implements a restorative practices framework, with students and teachers working together to maintain healthy relationships. A Wellbeing Team comprising of teachers, education support staff, Art Therapist and Assistant Principal met fortnightly to focus on addressing the social and emotional wellbeing of our students. A range of extra-curricular activities were offered such as: instrumental music, lunchtime sports, 21st century learning space lunchtime activities, BOLT & COLT for Years five and six students run by South Port Uniting Care.

'Sense of Connectedness' is among the lead indicators of the Education State resilience target and based on our 2018 Attitude to School Survey results only 62% of our students in Years 4-6 feel connected at school. We will continue to focus our efforts on improving school connectedness. Rowville Primary School provides support to students to make transitions. Foundation students participate in a program that commences in their final year at the early childhood centre. Extensive consultation occurs around grade placement for all of our students and teachers collaborate to place F-5 students into appropriate learning groups for the following year.

### Financial performance and position

In 2018 Rowville Primary School continued to operate effectively within the Student Resource Package provided by DET and was also supported by locally raised funds. FORPS (Friends of Rowville Primary School) along with the wider school community raised a total of \$18,764 in 2018. A major general expenditure item included Salaries (local payroll employment of casual relief teaching staff, learning mentors, canteen staff, handyman and grounds maintenance person) that contributes to school improvement and excellence. The School Canteen was

our only trading activity and returned a profit of \$7864 in 2018. We received a grant for the Professional Learning Communities initiative of \$5,398 and \$31,662 for our partnership with Balwyn Primary School to improve teaching and learning.

**For more detailed information regarding our school please visit our website at**  
<http://www.rowvilleps.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 441 students were enrolled at this school in 2018, 213 female and 228 male.

22 percent were EAL (English as an Additional Language) students and ND 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:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>55%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>43%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>55%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>45%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>47%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	55%	22%	Numeracy	27%	43%	30%	Writing	24%	55%	21%	Spelling	27%	45%	27%	Grammar and Punctuation	26%	47%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	22%	55%	22%																							
Numeracy	27%	43%	30%																							
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	93 %	92 %	90 %	90 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	93 %	93 %	92 %	90 %	90 %										

## Performance Summary

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

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

## Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,467,731	High Yield Investment Account	\$254,897
Government Provided DET Grants	\$529,885	Official Account	\$30,859
Government Grants Commonwealth	\$9,488	Other Accounts	\$169,633
Revenue Other	\$32,089	<b>Total Funds Available</b>	<b>\$455,389</b>
Locally Raised Funds	\$417,635		
<b>Total Operating Revenue</b>	<b>\$4,456,828</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$32,555		
<b>Equity Total</b>	<b>\$32,555</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,196,372	Operating Reserve	\$158,993
Books & Publications	\$19,947	Other Recurrent Expenditure	\$16,180
Communication Costs	\$5,818	Provision Accounts	\$12,540
Consumables	\$68,892	School Based Programs	\$113,663
Miscellaneous Expense <sup>3</sup>	\$223,114	Funds for Committees/Shared Arrangements	\$29,979
Professional Development	\$44,860	Asset/Equipment Replacement < 12 months	\$14,000
Property and Equipment Services	\$316,359	Capital - Buildings/Grounds < 12 months	\$5,000
Salaries & Allowances <sup>4</sup>	\$282,997	Maintenance - Buildings/Grounds < 12 months	\$105,000
Trading & Fundraising	\$54,497	<b>Total Financial Commitments</b>	<b>\$455,355</b>
Travel & Subsistence	\$492		
Utilities	\$52,613		
<b>Total Operating Expenditure</b>	<b>\$4,265,959</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$190,869</b>		
<b>Asset Acquisitions</b>	<b>\$70,733</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.  
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

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

### Engagement

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

### Wellbeing

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

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

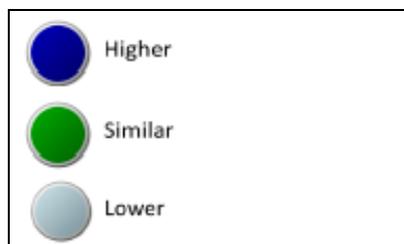


## What does *School Comparison* refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

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



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

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

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

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

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

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

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').