

# 2022 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 of the previous calendar year 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 2023 at 12:09 PM by Anne Babich (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 05:15 PM by Lionel Beer (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

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## School context

Rowville Primary School (RPS) is located in the Eastern suburbs of Melbourne in the suburb of Rowville. The student enrolment in 2022 was 384 students. Several additional language groups other than English (EAL) account for 22% of our school's population, with only 1% of students identified as Aboriginal or Torres Strait Islander (ATSI). The Student Family Occupation and Education (SFOE) band value was Low-Medium in 2022, which has been consistent over the past six years.

In 2022, the school leadership team and school improvement team led the implementation of the identified school goals from the Annual Implementation Plan. This included; the Principal, Assistant Principal, Leading Teacher, Learning Specialist, Literacy and Numeracy leaders and Wellbeing leader. The school employed a team of staff that included, 25.1 fulltime equivalent teachers and 5.5 education support staff. Our staffing profile included a mix of graduate and experienced staff with each staff member bringing a diverse range of skills to their professional learning team and our school community.

Our learning programs are designed to cater for the individual needs of all learners in single classes from Foundation to Year 6. We pride ourselves on nurturing the whole child to achieve their full potential with a range of opportunities available for students through our extensive specialist curriculum program. This included the curriculum areas of: Health and Physical Education; Visual Arts; Performing Arts; Stephanie Alexander Kitchen Program (Years 3-6); Garden Environment Program (F – 6); STEM (F -6) and Italian (Face to Face in F-2 and Education Perfect Online Years 3-6).

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Rowville Primary School continued to focus on the strategic plan goal of maximising student learning growth in Literacy and Numeracy for all students through research-based instruction, authentic learning opportunities linked to our whole school instructional practice. Through our Professional Learning Community, we focused on maximising the learning growth of every student by 12 months in Literacy and Numeracy. In Literacy, our Literacy leaders led the learning on deepening understanding of the writing curriculum and how to use small group instruction to grow our students as writers. In Numeracy, we undertook professional learning with Pete Sanders in order to create a whole school numeracy learning continuum. Links were made with the big concepts in Mathematics with an effective teaching and learning sequence throughout the year across all year levels developed.

In 2022, the Victorian Curriculum Achievement Data indicated that a high percentage of our students are working at or above the age expected Victorian Curriculum achievement standards in English and Mathematics. The teacher judgement data for 2022 in English shows that 87.7% of students are achieving at or above the age expected standard across the three modes. These results are at or just above the state average. The teacher judgement data for 2022 in Mathematics shows that 90.9% of students are achieving at or above the age expected standard across the three strands. These results are slightly above the state average.

Our Year 3 students NAPLAN results were pleasing with 87.2% of students achieving in the top three bands in reading. These results indicate strong performance in comparison to the state and similar school average. In numeracy, 67.5% of Year 3 students achieved in the top three bands. These results were slightly higher than the state and slightly below the similar school average. Our Year 5 students NAPLAN results were pleasing with 63.3% of students achieving in the top three bands in reading. In numeracy, 50.0% of Year 5 students achieved in the top three bands.

Our Parent Opinion survey indicated that 84.9% of positive parent responses on the school satisfaction level which is higher than the state average.

### Wellbeing

In 2022, Rowville Primary School staff continued to focus on developing the whole child through positive relationships and an emphasis on striving for personal best. Our strong wellbeing practices were implemented across the school to support students to feel confident and positive about themselves and as learners. This included: the Four Rooms of Change and Perspective Scale being used across curriculum areas to support conversations, embedding of circles meetings, implementation of teaching circles as an instructional practice and the development of the Rowville Primary School Respectful Relationships Scope and Sequence.

Staff wellbeing was a priority as we returned onsite fulltime. Staff were able to access individual and team sessions with an organisational psychologist.

Our specialist curriculum program continued to effectively support the wellbeing of our students with the specialist team engaging in case management and data board conversations to engage and meet the needs of all learners. The garden and environment and kitchen sessions have provided a vehicle for health and wellbeing with the introduction of the 'Hole in the Wall' initiative demonstrating student voice and agency is evident in our programs.

Our Student Attitude to School Data indicated that 79.5% of our students in Year 4 – 6 responded positively on the Sense of Connectedness indicating that our whole school strategies around wellbeing are effective. In the Management of Bullying factor, we received 74.9% positive endorsement which is an indicator that incidents that are reported are resolved through our restorative philosophy.

## Engagement

Rowville Primary School is a supportive and nurturing learning environment that provides outstanding educational opportunities for all students. Our teachers implement a high-quality differentiated curriculum that is inclusive and engaging for all learners. Students continued to be active participants in their learning through the setting of personal learning goals and challenged to progress at their own rate.

In 2022, a range of extra-curricular activities were offered. This included: lunchtime sports; 21st Century Learning Space lunchtime program; STEM Club; Garden Club and Art for Success to support students to achieve their personal best and increase engagement. Our student leaders were provided with a range of opportunities to develop their leadership skills throughout the year. A number of special events were held throughout the year including: Colour Fun Run; Book Week Character Dress Up Day; School Production; Christmas Concert and Writing Showcase. These events brought our school community together again and we will continue to invite our families to participate in school events in 2023. Our student absence data in 2022 showed that our average days per student were slightly below the state average. We take a collective responsibility for student absences by promoting regular attendance which enables all students to reach their full learning potential. An effective strategy has been contacting parents/carers on day two of an unexplained absence which has increased parents recording absences on Compass. If there is a pattern of regular absences, the Assistant Principal will contact parents and develop a school attendance plan.

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## Financial performance

We finished 2022 in a good position, with a better than expected financial balance against the budget. We continued to upgrade the school, replacing table tops in all classrooms and chairs in the middle and senior school at a total cost of \$42,000. The Queen's Jubilee Garden was established with the assistance of a grant, at a cost of \$32,000. The gates in the breezeway were also replaced. The Canteen returned a profit of \$13,599. FORPS worked hard throughout the year with the Colour Run being a highlight. Families raised a total of \$19,912 towards the Inclusive Sensory Playground. The Building Fund, Revegetation and Sustainability Funds were well supported by our families.

**For more detailed information regarding our school please visit our website at**  
<https://www.rowvilleps.vic.edu.au>

# Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 384 students were enrolled at this school in 2022, 174 female and 210 male.

22 percent of students had English as an additional language and 1 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).

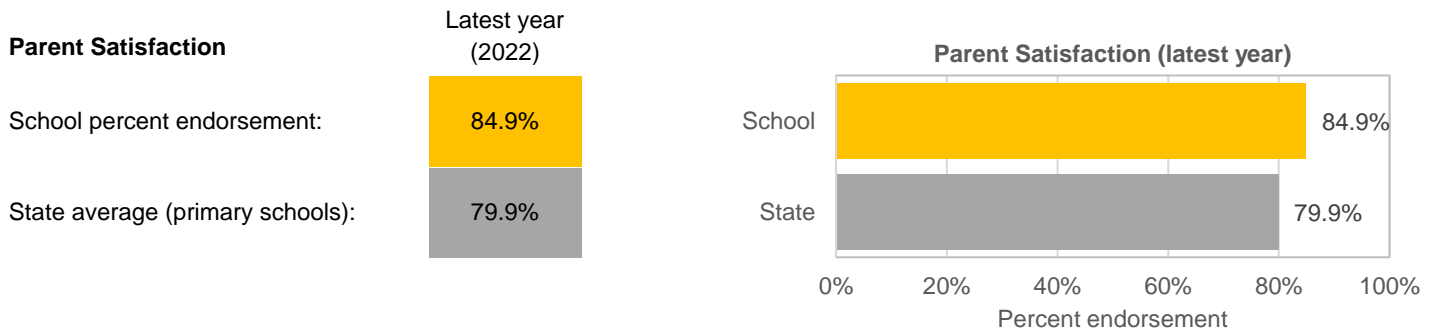
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

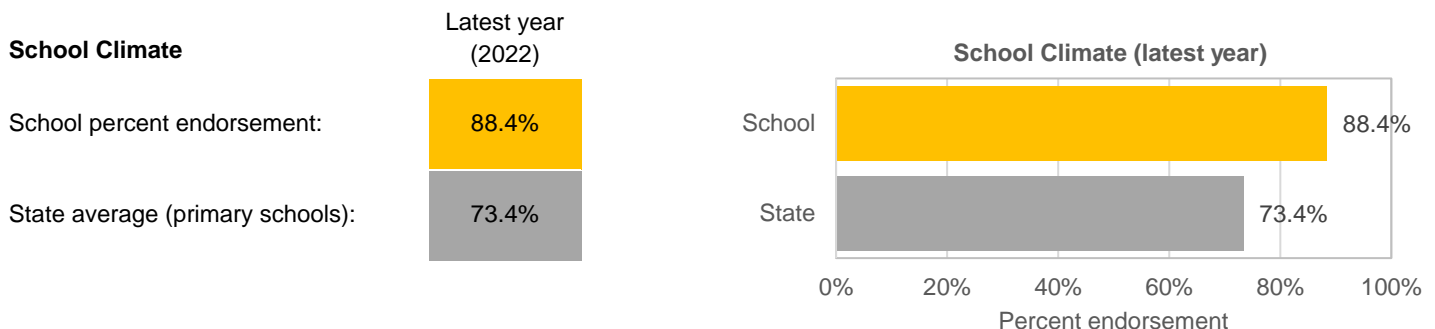


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

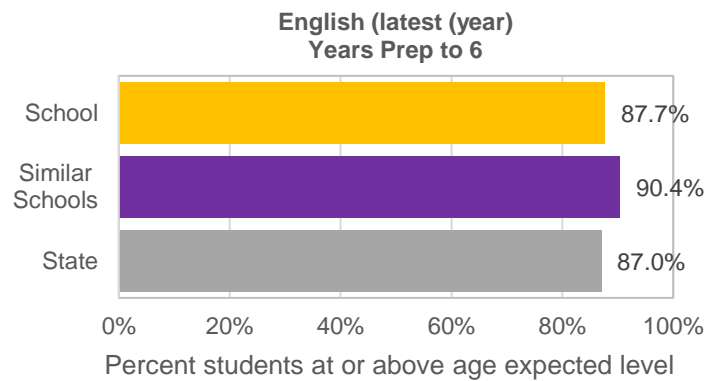
87.7%

Similar Schools average:

90.4%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

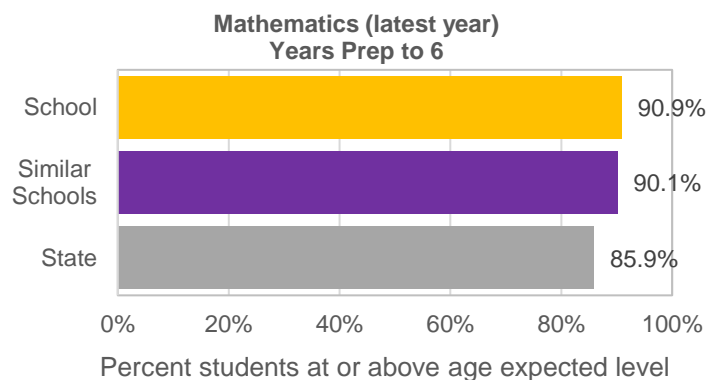
90.9%

Similar Schools average:

90.1%

State average:

85.9%



## LEARNING (continued)

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

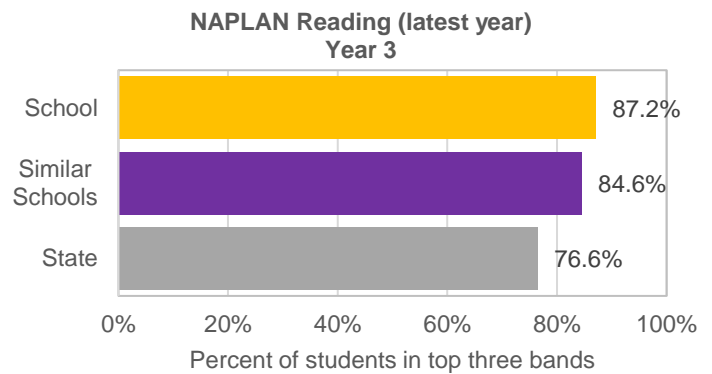
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

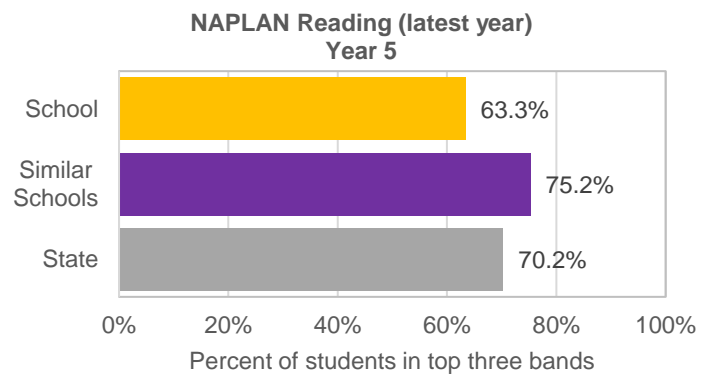
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.2%	87.8%
Similar Schools average:	84.6%	83.7%
State average:	76.6%	76.6%



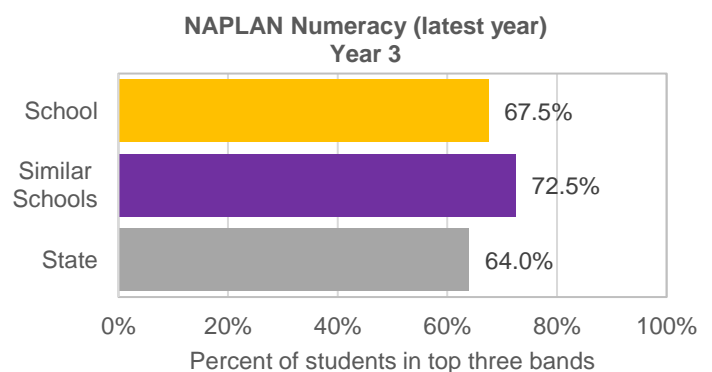
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.3%	68.6%
Similar Schools average:	75.2%	75.4%
State average:	70.2%	69.5%



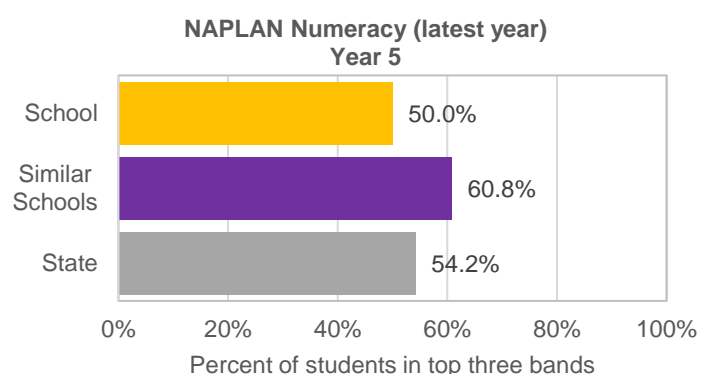
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.5%	81.8%
Similar Schools average:	72.5%	74.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	58.3%
Similar Schools average:	60.8%	65.9%
State average:	54.2%	58.8%





## WELLBEING

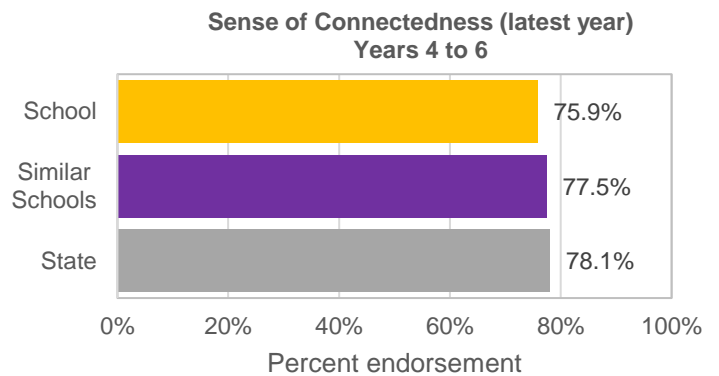
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.9%	76.7%
Similar Schools average:	77.5%	80.0%
State average:	78.1%	79.5%

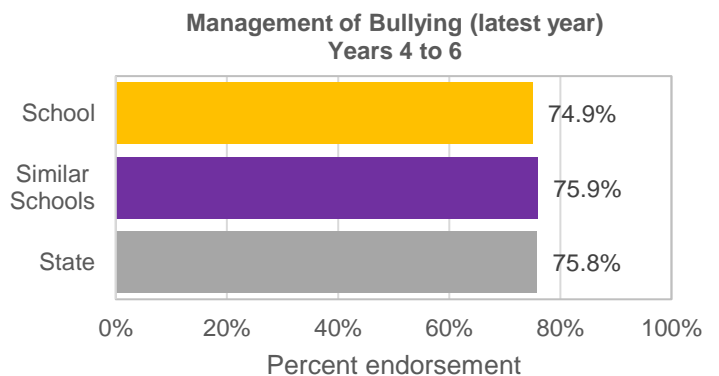


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	74.9%	77.8%
Similar Schools average:	75.9%	79.3%
State average:	75.8%	78.3%



## ENGAGEMENT

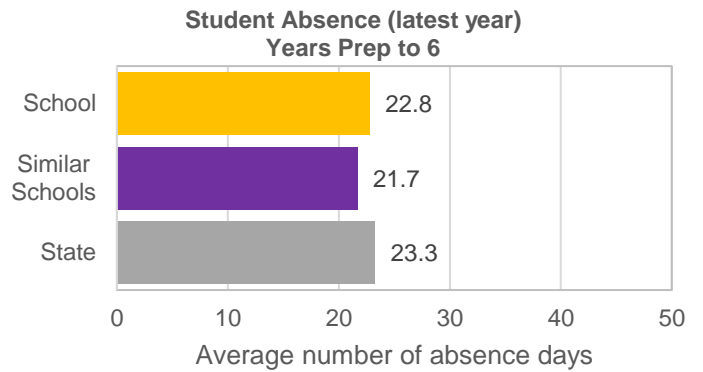
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.8	16.4
Similar Schools average:	21.7	15.1
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	91%	88%	88%	87%	87%	87%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,161,786
Government Provided DET Grants	\$700,373
Government Grants Commonwealth	\$18,000
Government Grants State	\$300
Revenue Other	\$9,756
Locally Raised Funds	\$435,383
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,325,598</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$41,543
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$41,543</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,414,949
Adjustments	\$0
Books & Publications	\$11,652
Camps/Excursions/Activities	\$146,018
Communication Costs	\$3,482
Consumables	\$107,545
Miscellaneous Expense <sup>3</sup>	\$29,715
Professional Development	\$27,296
Equipment/Maintenance/Hire	\$133,844
Property Services	\$210,758
Salaries & Allowances <sup>4</sup>	\$183,647
Support Services	\$71,942
Trading & Fundraising	\$65,840
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$95
Utilities	\$60,957
<b>Total Operating Expenditure</b>	<b>\$4,467,740</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$857,858</b>
<b>Asset Acquisitions</b>	<b>\$682</b>

- (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 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$260,503
Official Account	\$76,521
Other Accounts	\$24,255
<b>Total Funds Available</b>	<b>\$361,279</b>

Financial Commitments	Actual
Operating Reserve	\$142,313
Other Recurrent Expenditure	\$6,429
Provision Accounts	\$12,540
Funds Received in Advance	\$159,333
School Based Programs	\$63,784
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,875
Capital - Buildings/Grounds < 12 months	\$47,000
Maintenance - Buildings/Grounds < 12 months	\$51,269
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$503,543</b>

*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.*