

2015 Annual Report to the School Community

Roxburgh Homestead Primary School

School Number: 5443



Name of School Principal:

Barb Adam

Name of School Council President:

Ali Sahin

Date of Endorsement:

18/4/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Mission Statement:

To empower students to make informed decisions, to reach their full potential and contribute within a global society.

Roxburgh Homestead Primary School, established in 1997, is located in the suburb of Roxburgh Park, a culturally diverse outer northern suburb.

Roxburgh Homestead strategically focuses on the development of Literacy, Numeracy and Curiosity through a curriculum that places the learner at the centre of all decision making. Building a Positive Climate for Learning is a key priority, with careful consideration to the allocation of staff and resources. Building student engagement through student voice and student leadership is a key area in conjunction with building parent engagement in the school through our KidsMatter initiative.

We are committed to providing a safe and secure environment. The school has attractive buildings and extensive grounds that feature a quiet and attractive central courtyard. Our facilities have been further enhanced by the recent removal of older buildings being replaced by 4 new portable classrooms in 2015. These classrooms contain the latest design features of modern classrooms with centralized heating and air-conditioning.

The school continues to celebrate its history of delivering quality educational provision to our local community. Levels of student learning continue to improve, along with good levels of student engagement and wellbeing. Roxburgh Homestead Primary School continues to use a set of embedded evidence based strategies, coherently aligned with achieving our vision. These strategies are clearly designed to influence key factors known to have a positive influence on student outcomes. We continue to improve pedagogical practices and reduce variability of practice across classrooms through the Professional Development of all staff in relation to using the Theories of Action for Powerful Learning. We provide comprehensive leadership and support to teachers, and engage students, families and community to improve learning.

Our school is committed to its 'RHPS Values' – Respect, Honesty, Pride and Success. These values are evident throughout our school and describe clear expectations for each member of the school community.

The February 2015 enrolment was 659 students, which consisted of 317 female and 342 male students. There were 38% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students. The 2015 Student Family Occupation (SFO) index of 0.6454 which places our school in the low – mid category of schools as a measure of relative educational advantage. Roxburgh Homestead is in the highest category of English as Additional Language (EAL) schools with around 38% funded through this category. The culturally and linguistically diverse nature of the school community continues to be represented through 29 different cultures with the majority of students coming from Turkish and Arabic backgrounds. In the previous few years we have seen an influx of Indian and Sri Lankan families and more recently refugee and asylum seeker families from Iran and Iraq.

This student background profile provides significant challenges, in achieving student outcomes better than those for the state. However, strong and clear processes aligned with our new 4 Year Strategic Plan, have meant that despite a changeover of staff, the student learning and school vision and high expectations for all remains uncompromised. Our school community is clear on its high expectations for all students and that student outcomes, while continuously improving have not yet reached the level that we want for the 4 year average. Our NAPLAN data is showing that the school has closed the gap for Year 5 Reading and Numeracy and in 2015 made great gains in Year 5 Spelling and Year 3 Numeracy which came out higher than the median for all Victorian State Government Schools.

Achievement

Roxburgh Homestead Primary School continues to achieve results that reflect our strong focus on Literacy and Numeracy development. NAPLAN results in year 3 in Literacy and Numeracy show that we are currently within the range of like school groups with our Numeracy results higher than the median for all Victorian state government schools. We have a high proportion of English As An Additional Language students who will continue to receive explicit focused teaching in Literacy. The Year 5 NAPLAN results show that we continue to add value between year 3 and year 5. Writing and Spelling continues to be a strength at year 5. Explicit instruction, consistent team planning and classroom practice is supported by targeted professional learning that ensured we continued to add value from years 3 to 5. The Educational Leaders work across the school to support teachers and provide feedback. All learning programs are monitored and regularly reviewed by the Leadership Team.

Engagement

Our students' sense of connectedness to school is supported by school wide activities that promote student voice and leadership. These include: grade 6 student leadership conference, student led conferences and assemblies, class meetings, student ambassadors, feedback sessions and student action teams. An area that we will continue to work on is student absenteeism which continues to remain above the state average. This continues to be a school improvement priority. The school continues to promote the understanding of Every Day Counts through classroom conversations, student led conferences and whole school assemblies. The absence committee is continuing to capture and track data. This enables us to contact families earlier and establish goals for addressing this issue. Students at risk continue to be identified earlier to facilitate early intervention and effective communication with parents and caregivers.

Wellbeing

The Student Attitudes to School survey for students in grade 5 and 6 indicates that our students are close to state level for connectedness to school and above level for similar schools over the 4 year average. The survey also indicates that we are level with the state for our students' perception of feeling safe. To ensure that we continue to build the partnerships with parents and the community we continue to implement phase one of KidsMatter. The Every Face has a Place whole school event was an opportunity to strengthen relationships and was very successful at bringing families, students and teachers together. The focus was that every child and every family has a place here at school. In 2015 Roxburgh Homestead PS continued to forge relationships with the wider community to improve well-being of students and their families. This includes outside agencies, the adjoining kindergarten, Homestead Community House EAL group and our local secondary college. Community agency links have included working with Foundation House and the Centre for Multicultural Youth to better support our refugee families. We have established a refugee student/ parent homework club which meet weekly afterschool and is supported through these community agencies. We also had access to a Social Worker one day a week to support students with social skills.

Productivity

Workforce planning reflects school priorities, with key personnel aligned to school improvement areas. Our English as a Second Language Team and our Multicultural Aide continued to support our first and second wave language learners. Timetables continue to allow staff to plan together in a 2 hour block to enable discussion, moderation and consistency. We have a Disabilities Co-coordinator who oversees the individualized programs for our students and supports teachers and aides in building their professional capacity to meet the specific needs of the children on the program. Students on the program are closely monitored and their learning goals are reviewed with their parents and teachers each term.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 659 students were enrolled at this school in 2015, 317 female and 342 male. There were 38% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.






















Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

| Achievement | Student Outcomes | School Comparison |
|---|---|--|
| <p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p> | <p>Results: English</p> <p>Results: Mathematics</p> | <p> Similar</p> <p> Similar</p> |
| <p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p> | <p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p> | <p>Towards Foundation Level AusVELS is not used for the School Comparison.</p> |

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

| Achievement | Student Outcomes | School Comparison |
|--|--|--|
| <p>NAPLAN Year 3</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>NAPLAN Year 5</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> Similar</p> <p> Similar</p> <p> Similar</p> |

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:

Result for this school: ● Median of all Victorian government primary year levels: ◆

| Achievement | Student Outcomes | School Comparison | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------------|------------|-----|-----|--------|-----|------|-----|----------|------------|-----|-----|--------|-----|------|-----|----------|------------|-----|-----|--------|-----|------|-----|----------|------------|-----|-----|--------|-----|------|-----|----------|------------|-----|-----|--------|-----|------|-----|---|
| <p>NAPLAN Learning Gain 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p> | <p>Reading</p> <table border="1" style="margin: 5px auto;"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>23%</td></tr> <tr><td>Medium</td><td>46%</td></tr> <tr><td>High</td><td>31%</td></tr> </table> <p>Numeracy</p> <table border="1" style="margin: 5px auto;"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>30%</td></tr> <tr><td>Medium</td><td>55%</td></tr> <tr><td>High</td><td>15%</td></tr> </table> <p>Writing</p> <table border="1" style="margin: 5px auto;"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>23%</td></tr> <tr><td>Medium</td><td>53%</td></tr> <tr><td>High</td><td>23%</td></tr> </table> <p>Spelling</p> <table border="1" style="margin: 5px auto;"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>15%</td></tr> <tr><td>Medium</td><td>44%</td></tr> <tr><td>High</td><td>41%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1" style="margin: 5px auto;"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>53%</td></tr> <tr><td>High</td><td>22%</td></tr> </table> | Category | Percentage | Low | 23% | Medium | 46% | High | 31% | Category | Percentage | Low | 30% | Medium | 55% | High | 15% | Category | Percentage | Low | 23% | Medium | 53% | High | 23% | Category | Percentage | Low | 15% | Medium | 44% | High | 41% | Category | Percentage | Low | 25% | Medium | 53% | High | 22% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Category | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 23% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 46% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Category | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 55% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 15% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Category | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 23% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 53% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 23% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Category | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 15% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 44% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 41% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Category | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 53% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 22% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |


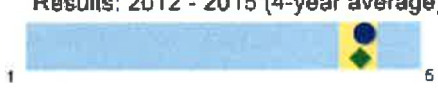



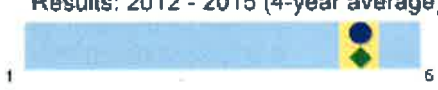


Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | | | |
|---|--|-------------------|------|------|------|------|-----|-----|------|------|------|------|------|------|------|---------------------------------|
| <p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> | <p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p> <table border="1" data-bbox="564 846 1043 943"> <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>92 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>89 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 92 % | 90 % | 91 % | 92 % | 91 % | 92 % | 89 % | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 92 % | 90 % | 91 % | 92 % | 91 % | 92 % | 89 % | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

| Wellbeing | Student Outcomes | School Comparison |
|--|---|---|
| <p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p> | <p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p>  | <p> Similar</p> <p> Similar</p> |
| <p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p> | <p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p>  | <p> Similar</p> <p> Similar</p> |

How to read the Performance Summary

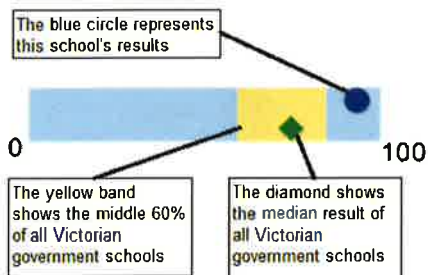
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

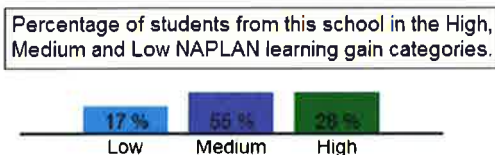
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

| Revenue | Actual |
|---------------------------------|--------------------|
| Student Resource Package | \$4,937,570 |
| Government Provided DE&T Grants | \$669,561 |
| Government Grants Commonwealth | \$120,385 |
| Revenue Other | \$16,099 |
| Locally Raised Funds | \$304,883 |
| Total Operating Revenue | \$6,048,498 |

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$16,437 |
| Official Account | \$24,036 |
| Other Accounts | \$101,032 |
| Total Funds Available | \$141,505 |

| Expenditure | |
|------------------------------------|--------------------|
| Student Resource Package | \$4,801,619 |
| Books & Publications | \$16,115 |
| Communication Costs | \$11,257 |
| Consumables | \$109,366 |
| Miscellaneous Expense | \$205,420 |
| Professional Development | \$30,531 |
| Property and Equipment Services | \$258,616 |
| Salaries & Allowances | \$405,206 |
| Trading & Fundraising | \$26,461 |
| Utilities | \$59,084 |
| Total Operating Expenditure | \$5,923,675 |

| Financial Commitments | |
|------------------------------------|------------------|
| Operating Reserve | \$141,505 |
| Total Financial Commitments | \$141,505 |

| | |
|---------------------------------------|------------------|
| Net Operating Surplus/-Deficit | \$124,824 |
| Asset Acquisitions | \$0 |

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

In 2015 the school managed its finances in line with DET processes and guidelines. Income for 2015 decreased with a slight drop in enrolments. Expenditure increased in 2015 due to more Casual Relief teachers being employed throughout the year due to staff illness. We also continued to replace classroom air-conditioners. Trades people services and utility costs increased which impacted on the budget.

