

2017 Annual Report to the School Community



School Name: Roxburgh Homestead Primary School

School Number: 5443



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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 04 May 2018 at 01:14 PM by Julie Lowerson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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 22 May 2018 at 11:35 AM by Ali Sahin (School Council President)



About Our School

School Context

Roxburgh Homestead Primary School has a current enrolment of 707 students. Established in 1997, we are located in the suburb of Roxburgh Park, a culturally diverse outer northern suburb. We are a multicultural school in the highest category of English as Additional Language (EAL) schools with 406 students 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 Syria and Iraq. We have 354 students currently receiving an EAL report and 24 students with refugee status.

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.

Our 2018 AIP Improvement Priorities include: Excellence in Teaching and Learning (Building practice excellence) and Positive Climate for Learning (Empowering students and building school pride). These priorities were decided upon as a result of the analysis of different data sets in-line with our Strategic Plan.

Framework for Improving Student Outcomes (FISO)

The Key Improvement Strategies for Building Practice Excellence include: Consistent adoption of teaching models and assessment and strengthening of literacy and numeracy data in order to improve the quality of teaching. This will be achieved by strengthening and expanding the repertoire of teachers (and pre-service teachers) to enable them to employ the identified “High Improvement Teaching Strategies” in a relevant and rigorous manner. In order to reduce variability in teaching, an “Instructional Practice Observation and Feedback Cycle” will be developed and implemented with all teachers participating on a regular basis both as the “observers and the observees.” Through the strategic aligning of resources, three internal Literacy Leaders have been appointed and attached to specific teaching teams. Two Teaching Partners have been allocated to us, one day per week, to assist in the area of building teacher competency in Literacy. This strategy enables consistency of practice to be understood, shared and monitored across the school on a cyclical basis. A School Improvement Team, consisting of Team Leaders, will meet regularly to analyse data and respond to questions raised as well as continue to plan for differentiated and improved professional learning opportunities.

Promoting Critical and Creative Thinking is a priority and will be underpinned by our Dialogic Teaching framework. Our 21st Century Design Team will further develop teacher knowledge and practice, supported by a Lead Teacher and AP. All teachers will become better informed and skilled in using the EAL Continuum with an EAL teacher dedicated to supporting planning, assessment and teacher practice. Regular conferring with students will assist in improving their competency in all areas and ensure student agency is also seriously underpinning practices across the school. The Key Improvement Strategies for Positive Climate for Learning include: Child Safe policies and processes meets required standards across the whole school. All RHPS students will be highly connected to school, motivated and engaged in their learning and All families at Roxburgh Homestead will feel supported and engaged with their child’s learning.

To ensure evidence-based decision result in targeted, flexible and equitable resource allocations designed to achieve sustained improvement to student learning, engagement and wellbeing.

Achievement

Reading NAPLAN

- In reading moving top 2 bands from 25% to 30%
- Reduce the number of students for bottom 2 bands for 22% to 20%
- Move relative growth in medium to high growth from 69% to 70%

Numeracy NAPLAN

- Move top 2 bands from 19% to 20%
- Reduce bottom 2 bands 22% to 20%
- Increase relative growth (Gain) for 59% to 61%
- To increase the % of positive endorsement in collective efficacy from 57% to 65%
- Increase positive endorsement in Academic Emphasis from 45% to 60%
- To increase student agreement in Stimulating Learning (years 5-6) from 77% to 83%



To increase student agreement in Learning Confidence from 79% to 85%
To increase student agreement in Student Safety from 82% to 87%
To improve our Attendance rate from 89% to 93%

Engagement

Develop a plan to ensure student agency is explicit in learning, implement school wide positive climate for learning and develop a stimulating and challenging curriculum which will be communicated to parents, some of which will require parental input and feedback

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Wellbeing

Develop a plan to ensure student agency is explicit in learning, implement school wide positive climate for learning and develop a stimulating and challenging curriculum which will be communicated to parents, some of which will require parental input and feedback

To increase student agreement in Student Safety from 82% to 87%

For more detailed information regarding our school please visit our website at
[enter web address here]



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	
<p>Enrolment Profile</p> <p>A total of 674 students were enrolled at this school in 2017, 322 female and 352 male.</p> <p>60 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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>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> Lower</p> <p> Similar</p> <p> Lower</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> Lower</p> <p> Lower</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>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>53%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>45%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>47%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>34%</td> <td>52%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>43%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	53%	16%	Numeracy	41%	45%	14%	Writing	38%	47%	15%	Spelling	34%	52%	14%	Grammar and Punctuation	36%	43%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	31%	53%	16%																							
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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>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</p> <p>School Comparison 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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 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>87 %</td> <td>86 %</td> <td>87 %</td> <td>88 %</td> <td>87 %</td> <td>90 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	87 %	86 %	87 %	88 %	87 %	90 %	88 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
87 %	86 %	87 %	88 %	87 %	90 %	88 %										



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>Students Attitudes to School - Sense of Connectedness</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: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</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: 2017</p>	Similar

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)

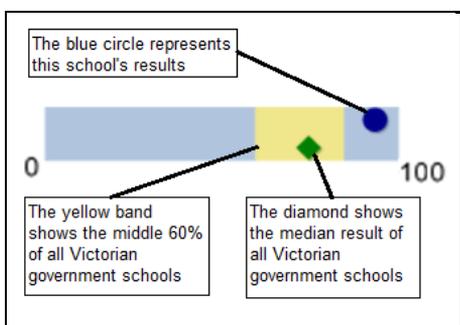
Engagement

- 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).

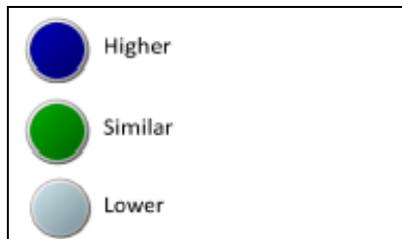


What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

Financial performance and position commentary

Our Equity funding was used to employ specialised staff in the areas of Curriculum Design, advice and mentoring, Speech Pathology and Student Wellbeing support. Funds were directed to appropriate areas and were used to support the growth of teaching and learning to improve student outcomes.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,338,228	High Yield Investment Account	\$588,844
Government Provided DET Grants	\$1,163,395	Official Account	\$9,050
Government Grants Commonwealth	\$51,528	Other Accounts	\$101,032
Revenue Other	\$32,595	Total Funds Available	\$698,927
Locally Raised Funds	\$228,717		
Total Operating Revenue	\$6,814,463		
Equity¹			
Equity (Social Disadvantage)	\$518,062		
Equity Total	\$518,062		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,146,118	Operating Reserve	\$168,451
Books & Publications	\$2,569	Asset/Equipment Replacement < 12 months	\$150,000
Communication Costs	\$9,950	Capital - Buildings/Grounds incl SMS<12 months	\$300,000
Consumables	\$156,479	Maintenance - Buildings/Grounds incl SMS<12 months	\$41,247
Miscellaneous Expense ³	\$317,950	Revenue Received in Advance	\$29,503
Professional Development	\$18,235	School Based Programs	\$9,725
Property and Equipment Services	\$349,117	Total Financial Commitments	\$698,927
Salaries & Allowances ⁴	\$120,994		
Trading & Fundraising	\$11,869		
Utilities	\$53,761		
Total Operating Expenditure	\$6,187,043		
Net Operating Surplus/-Deficit	\$627,420		
Asset Acquisitions	\$0		

(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 05 March 2018 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.