

2018 Annual Report to The School Community



School Name: Roxburgh Homestead Primary School (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 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 18 March 2019 at 01:12 PM by Alexander Mowat (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 26 March 2019 at 10:20 AM by Jacqui Ferguson-McLellan (School Council President)

About Our School

School context

Roxburgh Homestead Primary School vision is to empower students to make informed decisions, to reach their full potential and contribute within a global society. Our values created by our grade 6 students of Respect, Honesty, Pride and Success in an acronym of our school name and encompasses all that we do at Homestead. Our purpose is to develop literate and numerate problem solvers who have the appropriate learning dispositions to contribute effectively in an ever-changing society. We have a current enrolment of 615.9 as of 2019 census students in 2019. 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 64% of students and 1% Aboriginal and Torres Strait Islander students. 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. Our workforce composition has a leadership team of 6 including a Principal, 2 assistant principals and 3 lead teachers. We have 41 teachers including 4 learning specialists and we have 26 Education support staff. Roxburgh Homestead strategically focuses on the development of Literacy, Numeracy and 21st Century learning dispositions through a curriculum that places the learner at the centre of all decision making. We are proud of 21st Century Learning Design Space and curriculum lead by a lead teacher which supports students to develop their 21Century learning dispositions and to engage with technology with an ethical lens. Due to our high level of students coming from spoken languages other than English we have implemented a dialogic teaching approach which is our pedagogical model and applied by all teachers across all areas of our curriculum. 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). Based on current NAPLAN and School survey data. The initiatives will support and strengthen the strategic plan goals and targets.

Framework for Improving Student Outcomes (FISO)

Improvement Priorities include Excellence in Teaching and Learning (Building practice excellence) and Positive Climate for Learning (Empowering students and building school pride).

The Key Improvement Strategies for Building Practice Excellence include:

To improve the quality of teaching by strengthening and expanding the repertoire of teachers (and pre-service teachers) and able to deploy the ten theories of action (HITS) and at least three models of practice. For each deemed capable student to achieve at least 12 weeks in 10 growth in learning as measured by Vic Curriculum during each school year in Literacy and Numeracy.

The school is proud of its implementation of reading instructional consistency. Professional learning was undertaken in the area of best practice in Reading Instruction which saw the implementation of consistent reading practice implemented across the school. The school continues to reduce variability between classrooms, build the capacity of practitioners to support student learning growth. The school has implemented an organisational structure which supports teaching and learning teams. This allows for teachers to meet to talk about assessment of students and to work collaboratively to inform and drive practice.

Positive Climate for Learning (Empowering students and building school pride).

All Roxburgh Homestead Primary School students will be highly connected to the school, motivated and engaged in their learning. Scores on the student Attitudes to School Survey to remain within the effective range (50-75th percentiles)

To ensure our students feel safe, engaged and connected to our school.

The school has worked hard on its values education, all students have an understanding as to our values (Respect, Honesty, Pride and Success) and have learnt what these values look and sound like across our school community.

We have implemented a house system where all students feel pride in their team and have a connection to their house and the school.

A school highlight has been the implementation of our community school event 'success day' the school is proud of the community attendance to promote our values of Respect, Honesty, Pride and Success which had the community feeling a sense of pride and connection to the school. We look forward to hosting this annual event.

Achievement

Improve achievement and learning growth for all students in literacy and numeracy.

Improve the percentage of top two bands in NAPLAN at year 3;

- Numeracy from 25% to 26%
- Reading from 35% to 36%
- Writing from 48% to 49%

Improve the percentage of top two bands in NAPLAN at year 5;

- Numeracy from 17% to 18%
- Reading from 26% to 27%
- Writing from 13% to 14%

By 2022 improve medium and high relative learning growth on NAPLAN as follows:

- numeracy from 60% (av. 2015-17) to 75% or higher
- reading from 73% (av. 2015-17) to 75% or higher
- writing from 64% (av. 2015-17) to 75% or higher

Improve the percentage of positive responses on school climate module of the Staff Survey for the following factors:

Teacher collaboration from 67% to 70%

Guaranteed and viable curriculum from 69% to 73%

Academic emphasis from 50% to 55%

Post review our school is focusing on an era of academic emphasis. Improvement Priorities include Excellence in Teaching and Learning (Building practice excellence) Improve achievement and learning growth for all students in literacy and numeracy by Document and embed a sequential curriculum, Develop and build teacher and leadership capability to embed a whole school documented approach to evidence-based, pedagogy, Embed the PLC culture within the school and Develop teacher proficiency in using data and evidence to plan targeted teaching and learning and to track student progress.

Activate student voice, agency and leadership to empower students to learn and achieve. (FISO – Empowering students and building school pride). Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered. Embed regular staff, student and parent feedback processes to build student engagement.

Build student resilience and enhance wellbeing. (FISO - Setting expectations and promoting inclusion and building communities). Implement school-wide positive behaviour support with fidelity. Implement a whole school approach to social and emotional learning. Building parent partnerships.

Engagement

Activate student's voice, agency and leadership to empower students to learn and achieve.

Student voice & agency from 69% to 72%

Stimulated learning from 85% to 87%

Self-regulation & goal setting from 89% to 91%

From 19 days to 18.5 days

Post review, a lead teacher has been appointed to support the improvement in the school's positive climate. School has developed the Annual Implementation Plan Action Team (AIPAT) or SIT and which will develop the capacity of middle leaders to use improvement cycles to address student, voice and agency. The AIPAT team will build staff understanding and develop an operational definition of SVA.

AIPAT team will look at current school climate data sets to develop problems of practice.

The AIPAT team will disseminate professional learning for staff and students developed from the improvement cycles. An example of this the introduction of jointly constructed goal setting between teacher and students. More opportunities for students to give feedback to their teacher regarding their learning through conferencing.

A priority goal is to ensure we are embedding teaching practices to enhance student voice, agency & leadership in curriculum planners

The school have created a school-wide SVA goal which is present in all PDPs all staff have written strategies and goals to support the implementation of this.

Wellbeing

Build student resilience and enhance wellbeing. (FISO - Setting expectations and promoting inclusion and building communities)

By 2022 improve the percentage of positive responses for the following factors on the Attitudes to School Survey:

teacher concern from 80% to 81%

resilience from 80% to 81%

respect in diversity 78% to 79%

a sense of confidence 80% to 81%

By 2020 improve the percentage of positive responses on the Parent Survey for overall satisfaction

from 68% to 69%

Financial performance and position

The reason the annual result was in surplus was that we had to carry forward fundraising funds and we had to carry forward monies for future buildings and grounds projects. Our expenditure was focused on converting our library space to a new learning centre which consisted of a 21st-century focus. Another expenditure was converting our computer lab to a teacher resource centre.

On the credit side of our school equity funding was used on split wage across our human resources to support expertise in teaching and learning and Positive Climate for learning. Our school's equity cash funding was used to engage with Julie Hamston to support our school-wide pedagogical model. Casual Relief Teachers were required to release staff for professional learning aligned with our SSP.

A special grant was used to purchase C pens to support students with special learning needs.




Fundraising from our Success Day was carried forward awaiting approval of spending from school council.




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 696 students were enrolled at this school in 2018, 322 female and 374 male.</p> <p>64 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:  ◆ 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>32%</td> <td>59%</td> <td>9%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>50%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>51%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>45%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>46%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	59%	9%	Numeracy	39%	50%	11%	Writing	17%	51%	32%	Spelling	25%	45%	31%	Grammar and Punctuation	32%	46%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>86 %</td> <td>86 %</td> <td>85 %</td> <td>90 %</td> <td>88 %</td> <td>89 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	86 %	86 %	85 %	90 %	88 %	89 %	88 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
86 %	86 %	85 %	90 %	88 %	89 %	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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<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: 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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,244,146	High Yield Investment Account	\$154,828
Government Provided DET Grants	\$1,064,145	Official Account	\$64,857
Government Grants Commonwealth	\$8,987	Other Accounts	\$101,032
Government Grants State	\$3,400	Total Funds Available	\$320,716
Revenue Other	\$17,673		
Locally Raised Funds	\$190,440		
Total Operating Revenue	\$7,528,792		
Equity¹			
Equity (Social Disadvantage)	\$721,124		
Equity Total	\$721,124		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,910,743	Operating Reserve	\$209,696
Books & Publications	\$2,212	Other Recurrent Expenditure	\$9,778
Communication Costs	\$10,856	Funds Received in Advance	\$17,000
Consumables	\$228,550	Funds for Committees/Shared Arrangements	\$18,661
Miscellaneous Expense ³	\$499,124	Capital - Buildings/Grounds < 12 months	\$50,581
Professional Development	\$15,918	Maintenance - Buildings/Grounds < 12 months	\$15,000
Property and Equipment Services	\$816,157	Total Financial Commitments	\$320,716
Salaries & Allowances ⁴	(\$16,910)		
Trading & Fundraising	\$14,434		
Utilities	\$62,328		
Total Operating Expenditure	\$7,543,411		
Net Operating Surplus/-Deficit	(\$14,620)		
Asset Acquisitions	\$30,151		

(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)

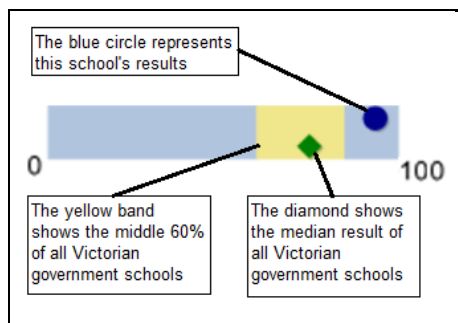
Engagement

- 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).

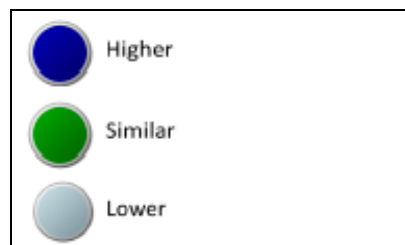


What does *School Comparison* refer to?

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').