

# 2021 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](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 2021 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 06 March 2022 at 07:50 PM by Teresa Stone (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 2021 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 17 March 2022 at 03:27 PM by Jacqui Ferguson-McLellan (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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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

#### Achievement

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

#### Engagement

Student attendance at school

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## 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

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, numerate and curious global citizens who can contribute effectively in an ever-changing society. We have a current enrolment of 542.6 students in 2021. Established in 1997, we are located in the suburb of Roxburgh Park, a culturally diverse outer northern suburb. Our Student Family Occupation and Education (SFOE) is 0.49. We are a multicultural school in the highest category of English as Additional Language (EAL) schools with 55% of students and 1.0% Aboriginal and Torres Strait Islander students. Our workforce composition has a leadership team of 6 including a Principal, 2 assistant principals and 2 lead teachers. We have 29 teachers including 2 learning specialists and we have 16 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. Due to our high level of students coming from spoken languages other than English we have continued to implement a dialogic teaching approach which is our pedagogical model and applied by all teachers across all areas of our curriculum.

Remote learning throughout the pandemic was supported effectively with a sound 1:1 laptop program

Our 2021 AIP Improvement Priorities included 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.

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### 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 have included improving the quality of teaching by strengthening and expanding the capacity of teachers to build foundational literacy and numeracy both onsite and in remote learning. 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. Our focus shifted towards engagement in lessons and making sure our students were able to continue practicing their reading fluency and comprehension.

Professional learning was undertaken in building engagement and inclusion to allow students to feel connected to the learning in literacy and numeracy and experience success in a climate of global change and impacts. The school continues to rebuild the capacity of practitioners to support student learning growth and lift student outcomes. We implemented a tutoring program that targeted students requiring extra support in literacy and numeracy by implementing Levelled literacy intervention program and a Getting Ready in Numeracy (GRIN) program .

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

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. Families and students were very positive in their support of the remote learning program and the synchronous nature of lessons and wellbeing activities that allowed students to connect to their teachers and other students via Webex, seesaw or google classroom.

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### Achievement

During remote learning students found the online resources for reading to be very supportive and formed the bases of learning conferences. This resource will be continued in the future to support home school libraries, better differentiate for learners support an immersion in reading.

We will continue to implement school-wide positive behaviour support with fidelity to build student resilience and enhance wellbeing and implement a whole school approach to social and emotional learning. Our main goal for the future is to re-establish a safe and collaborative learning environment and support the development of executive function in organising for learning, self regulation and social skills.

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## Engagement

.To support re-engagement and reconnection to school we have developed a rich transition program based on building learning partnerships, and a set up program that concentrates on developing student skills in getting organised to learn and building learner confidence. Addressing student attendance is still an element of our strategic intent. There was a mixture of success with engagement throughout the pandemic and remote learning. Many children thrived in the remote learning environment due to the different ways information was presented and learning could be communicated. Many benefitted from the support of parents and not being overwhelmed in the classroom situation. The opposite is also true that many found the remote learning environment difficult to navigate and less engaging than being with their teacher and peers onsite

Community events were scheduled and wherever we could we continued the event in remote learning via the learning platform, or rescheduled to occur as soon as we were back onsite. e.g. Harmony Week, Learning expos, Science Week, Year 6 Leadership Conference & community briefings and assemblies.

We found that communication between families and school has been frequent and successful

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## Wellbeing

Wellbeing support was a priority for staff, students and families. The school introduced wellbeing days and taught mindfulness activities to support everyone. Student connection with teachers and practising mindfulness activities supported everyone to focus on staying positive and focusing on what could be influenced instead of what lay outside of our control.

The skills of self regulation will continue to be practised and taught explicitly.

We focused on partnerships that would support our community to understand health and wellbeing and build our capacity to work in a trauma informed manner. We partnered with Yara Me and The Northern Centre for Excellence to support us in this important work. Our COMPASS communication tool and our learning continuance during lockdowns was a strength as was the ability of our multicultural aids to connect and support families with translations, explanations of learning and of the current up to date information.

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## Finance performance and position

The annual result was in surplus through workforce planning and management. The school effectively reversed a deficit trend due to an expected decline in enrolments due to an aging demographic and adherence to enrolment zones. Extraordinary revenue or expenditure items were spent on the development of pathways and horizons for childrens learning with the development of a kitchen gards area and program

The school received a large portion equity funding to support our EAL learners, this funding has been applied the hiring of consultants, Lead Teachers and Learning Specialists to support the implementation of PLC, pedagogical models and instructional models.

The school recieved a grant for Tutoring and was able to employ literacy and numeracy tutors and cordinators.

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

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 535 students were enrolled at this school in 2021, 260 female and 275 male.

77 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).

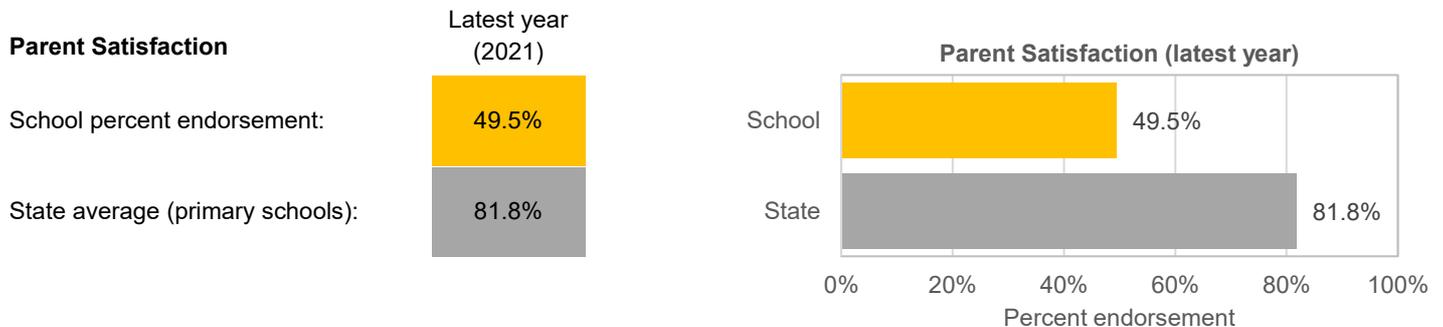
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

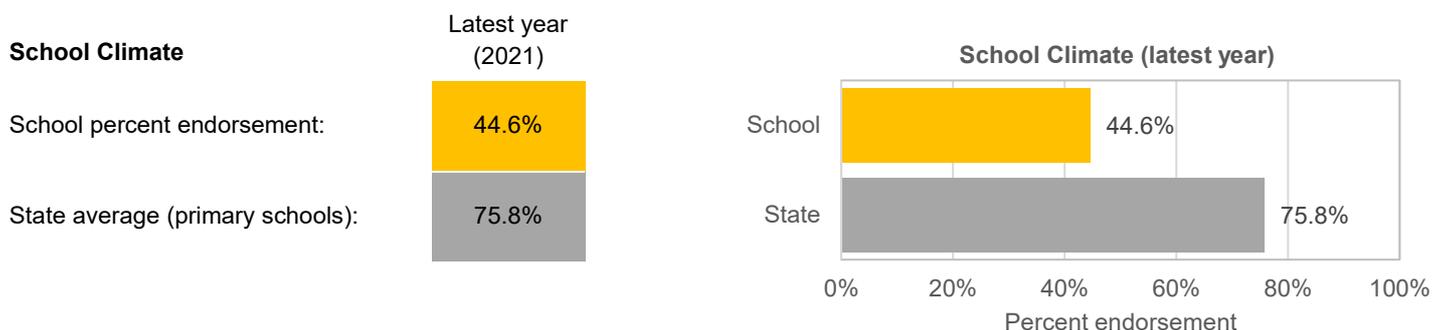


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2021)

School percent of students at or above age expected standards:

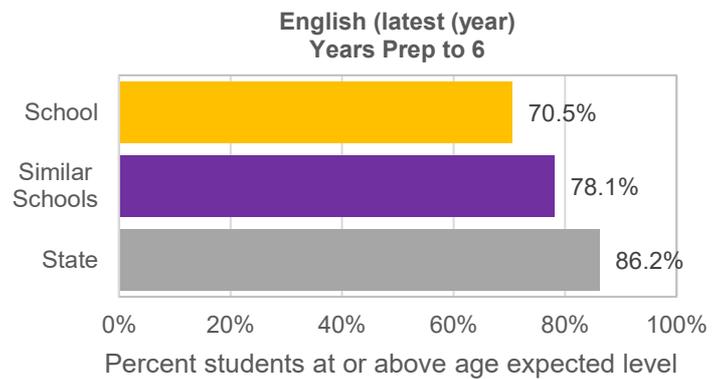
70.5%

Similar Schools average:

78.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

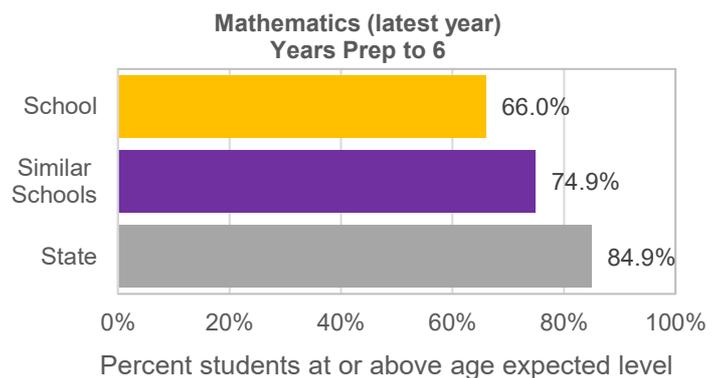
66.0%

Similar Schools average:

74.9%

State average:

84.9%



**ACHIEVEMENT (continued)**

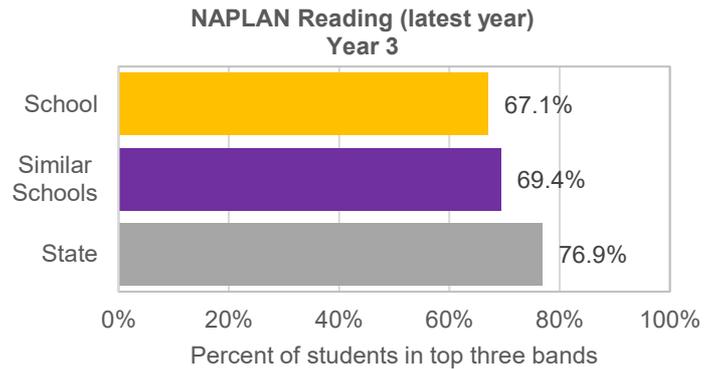
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**NAPLAN**

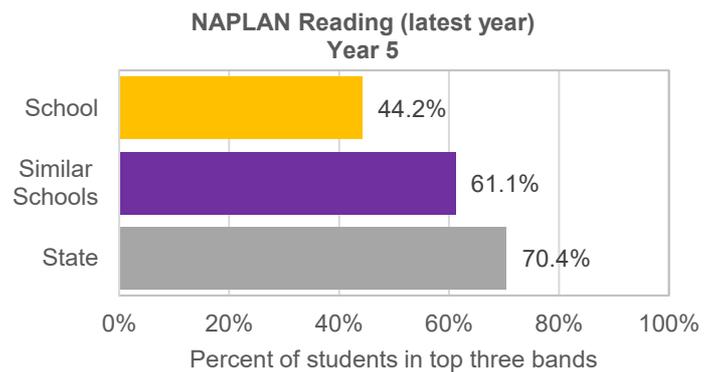
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

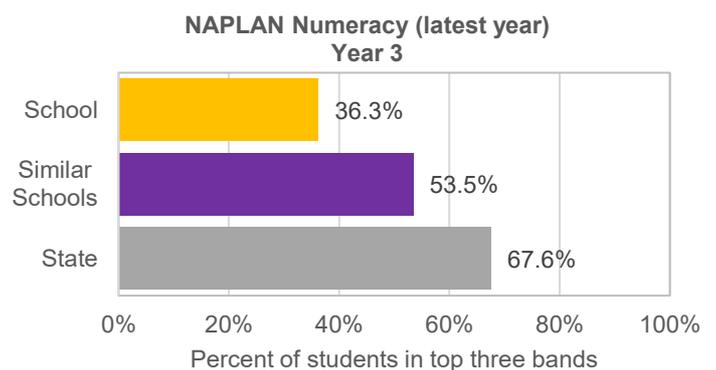
<b>Reading Year 3</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	67.1%	59.0%
Similar Schools average:	69.4%	68.8%
State average:	76.9%	76.5%



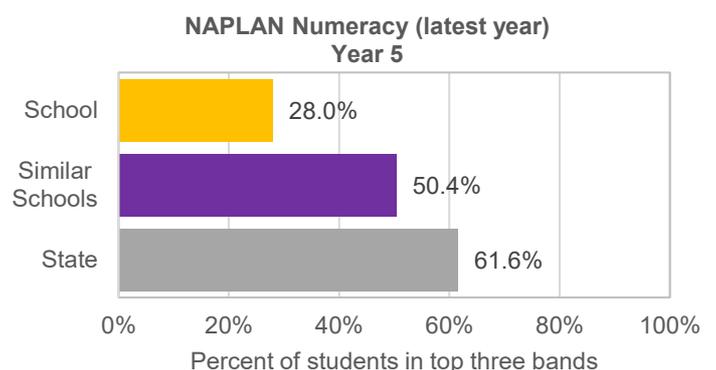
<b>Reading Year 5</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	44.2%	50.4%
Similar Schools average:	61.1%	57.9%
State average:	70.4%	67.7%



<b>Numeracy Year 3</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	36.3%	45.6%
Similar Schools average:	53.5%	56.1%
State average:	67.6%	69.1%



<b>Numeracy Year 5</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	28.0%	37.5%
Similar Schools average:	50.4%	49.6%
State average:	61.6%	60.0%



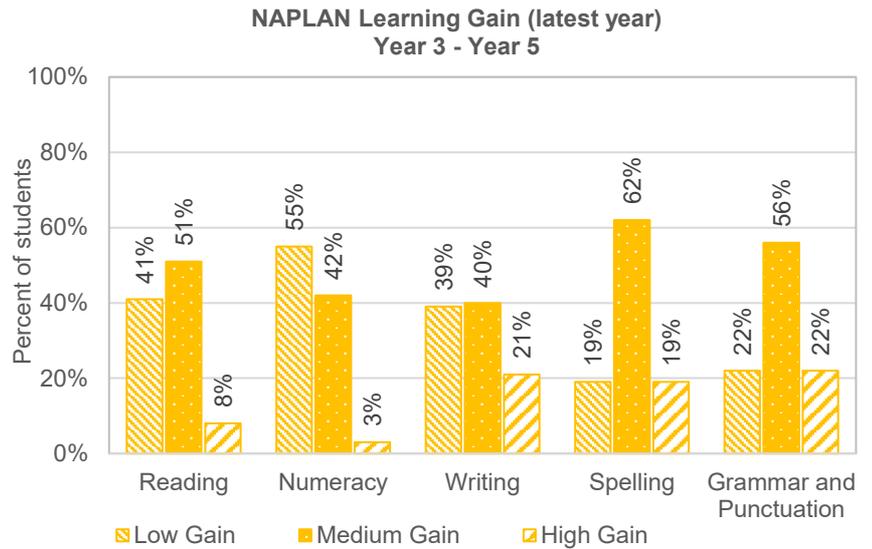
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	41%	51%	8%	21%
Numeracy:	55%	42%	3%	24%
Writing:	39%	40%	21%	22%
Spelling:	19%	62%	19%	26%
Grammar and Punctuation:	22%	56%	22%	26%



## ENGAGEMENT

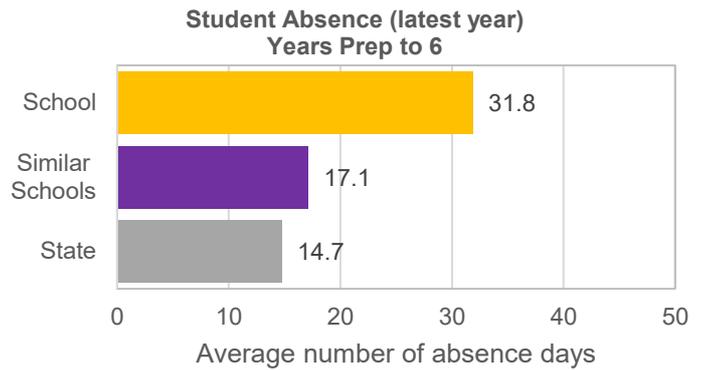
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	31.8	28.4
Similar Schools average:	17.1	17.4
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	87%	82%	81%	81%	87%	84%	86%

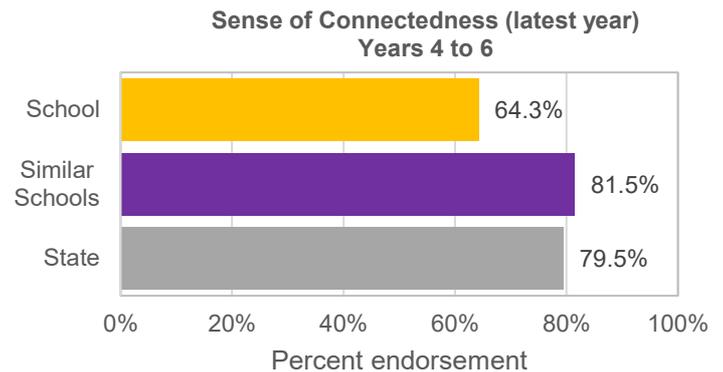
## WELLBEING

**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 (2021)	4-year average
School percent endorsement:	64.3%	78.4%
Similar Schools average:	81.5%	82.8%
State average:	79.5%	80.4%

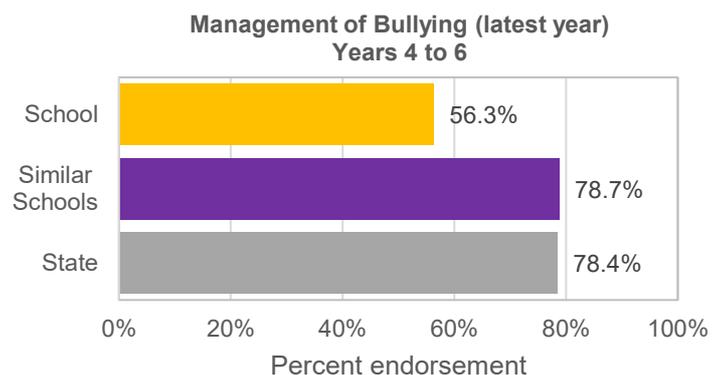


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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 (2021)	4-year average
School percent endorsement:	56.3%	73.7%
Similar Schools average:	78.7%	80.4%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$6,057,498
Government Provided DET Grants	\$919,068
Government Grants Commonwealth	\$3,450
Government Grants State	\$25,000
Revenue Other	\$6,789
Locally Raised Funds	\$46,157
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,057,962</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$664,310
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$664,310</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,309,836
Adjustments	\$0
Books & Publications	\$18
Camps/Excursions/Activities	\$10,597
Communication Costs	\$8,154
Consumables	\$99,625
Miscellaneous Expense <sup>3</sup>	\$26,060
Professional Development	\$19,657
Equipment/Maintenance/Hire	\$332,841
Property Services	\$206,717
Salaries & Allowances <sup>4</sup>	\$0
Support Services	\$205,355
Trading & Fundraising	\$6,307
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$63
Utilities	\$49,908
<b>Total Operating Expenditure</b>	<b>\$6,275,138</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$782,824</b>
<b>Asset Acquisitions</b>	<b>\$124,218</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 24 Feb 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$456,529
Official Account	\$22,963
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$479,492</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$132,474
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$332,474</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.*