

2020 Annual Report to The School Community



School Name: Rutherglen Primary School (0522)



- 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 2020 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 26 April 2021 at 12:15 PM by Karryn Williams (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 12:52 PM by Marika Partridge (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

How to read the Annual Report (continued)

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.

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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 a disability 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

School context

Rutherglen Primary School is a vibrant and connected learning community which provides a caring and supportive learning environment for students using a multi-age structure from Foundation-6. Staff, students and families work together to create a learning environment that promotes:

- o Commitment to support all learners to grow and succeed now and in the future.
- o Resilience to ensure learners strive for excellence - academically, socially and emotionally.
- o Genuine care for all - regardless of difference.
- o Pride in ourselves, our school and our community.

Rutherglen Primary School is located in the town of Rutherglen in North-East Victoria and is centrally located 42km from both Wangaratta and Wodonga. The original school was established in 1873 and is proudly centered within the town, drawing students from both within the town, as well as the nearby towns of Wahgunyah, Corowa, Springhurst, Chiltern, Barnawartha, Norong and other outlying farming areas. The school is part of the Wodonga/Indigo Network of Schools in the North Eastern Victoria Region and at the end of 2020 the student population was 205. Rutherglen Primary School has modern and flexible learning spaces that work in harmony with our renovated historic buildings, thus providing an engaging environment for both students and staff. An ongoing focus on developing our school's grounds has led to exciting improvements in our outdoor environment, which provides a range of both active play and quiet spaces. Our students and wider school community enjoy spacious playgrounds including a large turf sports area, under cover play court space, oval, basketball court, open asphalted play areas, nature playground, play equipment, creative play spaces and sandpit.

At Rutherglen PS we are committed to the educational, social and emotional development of young people and all members of the school community. Our students are at the center of our F-6 approach to learning, as we support and encourage them to be independent learners who can articulate their skills and knowledge, reflect on their learning and be actively involved in future learning aspirations. We support the personal and academic growth of our learners through an engaging and supportive environment and a balanced school curriculum that values personalised learning. We strive to implement a curriculum that ensures our students are highly literate and numerate, are critical and creative thinkers and problem solvers, and develop both a love of learning and a curiosity about the world they live in. We respect the experiences that each child and their family bring to the classroom and our whole school, and value the many opportunities that engagement with the whole community brings to both our school and our students. The dedicated staff of Rutherglen Primary continued to utilise professional learning to build capacity across the school and develop shared language and expectations around student learning.

The well-being of our students is of high importance and as a whole community we support students to develop a positive sense of self, as well as confidence and connectedness through a focus on our values of Respect, Responsibility, Integrity and Empathy. We support students to develop the lifelong skills to make friends and be happy. Through engagement with the RRRR - Resilience, Rights and Respectful Relationships resources on a weekly basis, we support students to develop their social, emotional and positive relationship skills. Timetabled weekly well-being lessons and fortnightly Foundation-Year 6 well-being teams support our approach to meeting the well-being needs of our students. Students are offered a range of extra curricula activities and opportunities that support their learning and emotional growth. The engagement of students is supported through the role of a school based mentor who works at a personalised level with a number of students.

Student leadership is highly valued at RPS, and along with school and sports captains, we are proud of our 40 strong Student Leadership Team which is supported by every staff member in the school. On a termly rotating basis, the 4 teams within the Student Leadership Team work their way through the areas of Student Voice, Community Connections, Health & Well-being and Fun & Fundraising. They play an active role in bringing student voice and action both within and outside the school community.

An Outside School Hours Care program and School Holiday programs are operated on the school site by Indigo North

Health. We also partner with Visiting Teachers and services such as Speech Pathologists and Counsellors.

Rutherglen Primary School has specialist teachers that provide programs in Health and PE, Visual Arts and Languages (French), and we are proud of our own school established cooking and gardening program which sees students in Years 3 and 4 partake in weekly lessons in the garden and cooking center, thus experiencing first-hand the links between growing, harvesting, cooking and sharing fresh, seasonal produce. This program is normally well supported by a number of volunteers from the community, though COVID restrictions limited our community volunteer involvement in 2020. Opportunities are provided for students to partake in a range of sporting opportunities, lunch-time and competition chess, gardening, and through the Crystal Valley Music program; music, vocals and drama. Our school community is highly supportive of our school and our parents are valued and active participants who are engaged in a range of activities and decision-making processes. We encourage and promote our families' engagement in their child's school years through volunteering in classrooms and programs, being a member of School Council, Parent & Friends Association or other other extra curricula programs such as excursions, sport, Spring Fair and School Production.

Workforce composition: In 2020 Rutherglen Primary School had 1 Principal Class Officer (Principal), 10 classroom teachers, 2 specialist teachers – (Visual Arts/PE and French), 5 Education Support Staff, a 0.2 Administration Officer and a 1.0 Business Manager.

Framework for Improving Student Outcomes (FISO)

Rutherglen Primary School underwent their four year School Review at the beginning of the 2020 year and in working through the goals of the Strategic Plan focused within the AIP on the following High Impact Improvement Initiatives within the FISO dimensions during 2020: Excellence in Teaching and Learning - Evaluating Impact on Learning and Positive Climate for Learning - Health and Wellbeing. The first of these (Excellence in Teaching and Learning - Evaluating Impact on Learning), saw an emphasis on building assessment literacy in Mathematics to ensure teachers connect assessment with student learning and use assessment to evaluate and improve teaching practice. The second area (Positive Climate for Learning - Health and Wellbeing) involved the beginning phase of developing school wide curriculum and wellbeing approaches to strengthen the social and emotional wellbeing of students.

Rutherglen Primary School delivered on our Key Improvement Strategies in 2020, however, some of the associated actions, strategies and professional development plans were modified to suit the period of Remote Learning. Rutherglen Primary School delivered a personalised and very successful Remote Learning Program for students from Foundation-Year 6 through the use of one school-wide utilised platform - Google Classroom. Through our online platform and the use of Google Drive all teaching teams were able continue to collaborate and share their learning and planning, and as such, students received targeted Literacy and Numeracy tasks with both extension and support. Students were provided with ongoing feedback and families were well informed of their child's learning and their progress, and were able to engage with staff in two-way feedback. The delivery of explicit professional development for all staff to engage students throughout this period was undertaken on an ongoing basis.

Achievement

Throughout the Remote Learning Period, Rutherglen Primary School continued to maintain our high expectations for all students and the strong belief that every child can be successful, which is the firm basis of all that we do at Rutherglen Primary School. The ongoing capacity building of the teaching staff is, and remained during the remote learning period essential to supporting student progress in our AIP focus area of Mathematics, and through the provision of a quality differentiated curriculum, our teachers worked intentionally to support each and every student to take the next step with their learning. Our school has a strong commitment to staff working within teams and across year levels to collaboratively plan, teach, assess and reflect on the curriculum offered to our students. Consistency both within teams and across the school is strongly emphasised and careful consideration is given to timetables and meeting schedules to support this in order to provide opportunities for collaboration, data analysis, professional learning and support from our learning specialist and curriculum leaders.

Throughout 2020, teaching and learning often looked quite different with the introduction of Remote Learning due to Covid-19. Our goal as we moved into remote and flexible learning was to continue to provide a comprehensive, high quality teaching and learning program and to find ways to continue with the practices that students knew well, particularly those from Year 3-6. English and Mathematics was at the core of the learning and our school focused on ensuring students continued to be both supported and challenged in these areas to make growth, and that all focus areas aligned strongly to the Victorian Curriculum. We were exceptionally proud that we went well beyond DET minimum expectations in regards to student learning and that our teachers carefully considered and showed flexibility in identifying learning outcomes that would be achievable during remote learning. We had been working over the past 18 months and into 2020 on the use of Learning Intentions and Success Criteria and this remained an essential component in the learning that was provided to students.

Along with our focus on the core subjects of English and Maths, our students engaged in science/hands on tech lessons and cooking, with our Year 3-4s continuing this program at home and producing some amazing creations in what became the very popular 'Dish of the Week' activity. Our French teachers ran live classes and both they, and our PE and Art teacher recorded lessons and provided students with a range of learning opportunities linked to the curriculum.

Without doubt remote learning increased both staff capacity to use technology to support student learning and to engage with families, and student's skills in undertaking their learning via a digital platform. The first period of remote learning saw quite a lot of families requiring additional support to familiarise themselves with the platform being used, however the second period of remote learning was much easier as families knew what to expect. Our teaching and learning programs were presented through a range of the Google Workspace tools (Google - Classroom, Meet, Drive) and staff met regularly with students via Google Meet to run small group reading and maths sessions, conduct whole class lessons, tutorials for particular tasks, social catch-ups and parent meets for a weekly Q&A session.

As we transitioned back to onsite teaching we reflected on what worked well for students and teachers during this period and how we could utilise a range of the Google Workspace tools to continue to engage students and connect with families. Many students enjoyed a more self-directed learning approach, and finding ways to support this in balance with students who needed higher levels of structured support will be a focus moving forward. We had planned to introduce in 2020 more opportunities for communication with parents on their child's progress and will proceed with this in 2021 with a parent teacher conference at the start of the year based on student's current point of learning and the shared setting of goals, and in Term 3 an interim report to communicate successes and areas of focus for students prior to the end of year report.

With no NAPLAN assessments completed across the state in 2020 there is no data to report in this space, however our Teacher Judgement from Foundation - Year 6 demonstrates a large number of students working at or above the age expected curriculum standards in Literacy and Numeracy. Whilst overall results indicate we sit just below similar schools and the state in Mathematics, we are confident in the knowledge teachers have of student's levels of understanding and knowledge, and their capacity to be able to set goals for improvement. Our teacher judgement indicates our school performed better in English in 2020 when compared with schools with a similar demographic and at the same level as the state.

Our goal in 2020 was to continue to build assessment literacy in mathematics to ensure teachers connect assessment with student learning and use assessment to evaluate and improve teaching practice. Due to the impact of remote teaching and learning, this will need to remain a focus throughout 2021.

Remote Learning in 2020 brought a variety of challenges for all of our families and despite the best efforts and intent of everyone, some students were able to engage more readily and consistently than others. Student progress was monitored throughout remote learning and students identified working below expected levels or who had little engagement in learning during the remote learning periods were further supported through more regular teacher contact. Upon the recommencement of on-site learning, literacy intervention and additional small group or one-to-one support from teachers and education support staff was targeted at meeting the needs of identified students. An end of year analysis of our data has highlighted students performing in the lower percentiles and who therefore will continue to be supported through school programs such as Literacy Intervention and targeted catch up support in key learning areas as part of the Tutor Learning Initiative in 2021. The TLI enables the identification of short term, achievable goals for targeted students through the development of ILPs (Individual Learning Plans), with progress being supported through the partnership between the TLI tutor, classroom teacher and home. Rutherglen Primary School has a continued focus on ensuring growth for top band students and this links strongly with the work that our numeracy leaders do with staff in continuing to build their capacity to best meets the needs of these students through their knowledge of the curriculum and the teaching approaches that enables this learning growth.

In 2021 we move our AIP focus to reading and look forward to building staff capacity in this area and furthering student

outcomes.

Engagement

The students of Rutherglen Primary continue to be highly engaged and connected students who enjoy being at their school. We are proud of our learning environment and the commitment and care shown by all of the staff at RPS and the programs which support students in building this connectedness and engagement.

This year our school focused on a KIS related to the FISO dimension Health and Well-being. We continued with a focus on developing school wide curriculum approaches to strengthen the social and emotional well-being of students. Our goal was to improve the positive response rate in the Attitude to School Survey in the areas of School Connectedness from 73% positive endorsement in 2019 to 76% in 2020. We achieved this target with an 80% positive endorsement, an improvement of 7%.

During Remote Learning, teachers continued to reinforce our school values and expectations and incorporate the language and messages of Respectful Relationships through their class awards and RPS Values Awards, which recognised students for giving their best effort, for persistence and for their overall resilience among other things. All staff tracked contact with families, and attendance by all students each week during the periods of remote learning and employed a range of strategies to support students and families to stay connected with both their learning and peers, and to feel supported. Families were phoned regularly and staff emails were provided to facilitate communication. Significant support in printed instructions and video tutorials was provided to support students and families in setting up Google Classroom, and staff were readily available at any time to support families. Families were also provided with the opportunity of accessing laptops through the school if required. If the family did not have a printer or access to internet, hard copies of the work was also made available to them.

In relation to student absences during 2020 and when students returned back to school, Rutherglen Primary School sat just above the state average. A large number of the reasons parents recorded on Compass for these absences was illness and this was largely attributable to the Covid-19 expectations that students should not attend school if they feel unwell. There was also a small number of students who found re-engaging after periods of remote learning quite difficult and teachers and the school needed to work closely with those students and their families in strengthening the message that their attendance was important to help support their continued growth academically, and for their social connections.

All rolls continue to be marked on COMPASS by 9.15am and parents/carers are contacted where no reason for the absence has been entered. Letters to families are distributed twice per term reminding them to log all absences and to provide reasons for unexplained absences. In cases where individual student's absence is high, parents/carers are spoken with to ascertain ways to support improved attendance rates and the importance of such. If there have been three days of consecutive, unexplained absences, the classroom teacher and/or principal makes contact with the parents/carers to discuss their child's absence.

The period of remote learning saw the role of our student leaders take a very different form, and it was important to find ways to continue to provide valuable opportunities for them to be able to fulfil their role and to keep our school community connected. Our School Captains continued to lead school assembly each fortnight and our Student Leadership Team ran a very successful virtual Easter Hat Parade and Easter Egg Raffle. We were able to engage large numbers of families through running our assembly via Google Meet and have continued to offer this online option to be able to engage families from their workplace, or who would otherwise be unable to attend in person. An ANZAC tribute was set up at the front of the school with art works and writing pieces completed by students at home added to a visual display across the front fence of the school. Sprigs of rosemary were available to the community who were invited to tie a piece to the fence as part of our community tribute. Throughout remote learning any opportunity was seized to enhance and develop student's engagement within and beyond our school community. A small team of students wrote and published a weekly newspaper that was delivered to the residents of Glenview – Indigo North Health's Aged care Facility and students made Easter cards with thoughtful and positive messages to cheer up the residents. Members of the Student Leadership Team – Health & Well-being drew inspiration from indigenous art works created during remote learning and transferred these to art boards and poles to be installed around the school. A group of our Year 5 Leaders were given the opportunity to participate in the Indigo Youth Ambassador leadership program with weekly online forums building their leadership skills across a range of areas. Our French teachers continued to engage students during remote learning with a French speaking poetry competition with student's submitting their entry online and the writing of letters to pen pals in New Caledonia.

Our Year 6 students were given the opportunity to provide their voice to decide upon a way in which they would like to

celebrate their end of year graduation and in doing so came up with a brilliant outdoor event that enabled parents to attend, and for students to celebrate with their peers and teachers. All of these examples, plus the many day to day experiences our students are provided with, form the fabric of our schools' belief in the importance of our students' Health and Well-being and our holistic approach to Student Engagement.

Students continue to be active participants in their own learning through setting learning goals and engaging in the de-construction and co-construction of learning intentions and success criteria. Our staff continue to offer a comprehensive and meaningful curriculum where students are encouraged to be confident learners, problem solvers and connected and inquiring citizens of their community and beyond. Our teachers continue to create a range of opportunities for their students to engage in classroom activities by catering for the diverse learning needs of students.

Wellbeing

Rutherglen Primary School has continued to strengthen the social and emotional wellbeing of students through an ongoing whole of school approach. We are committed to student well-being and acknowledge the important role this has in ensuring that our students' engagement in both their learning and connection with their school and wider community is successful, and that they can feel safe and supported in their learning and social interactions. Our school engages with students, parents/carers and external partners to evaluate and improve health and wellbeing programs, supports and policies. We engage with health and wellbeing supports such as Visiting Teacher Services and external allied health providers and have employed school staff directly linked to health and wellbeing as a priority, particularly throughout the COVID period of Remote Learning and transitioning back to face to face schooling.

2020 was a very different year for all schools, and akin to so much else happening, our focus around wellbeing adapted to suit the needs of students and families. Our whole school program Resilience, Rights and Respectful Relationships continues to be embedded throughout the school from Foundation-6, with activities from the Units of focus provided throughout the period of remote learning for students to undertake both individually and with families. The Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels : Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships, thus ensuring a common approach and language is used in the development of social and emotional capabilities. All staff have undertaken a range of professional learning within this space and continue to do so.

During the second period of remote learning students and families' health and well-being needs were greater and the year levels across the school introduced 'Wellbeing Wednesday' which provided students with an opportunity to engage in something of their choice either individually or with their family that was of interest to them and which supported their well-being. Students enjoyed this break during the week and were well supported with weekly Google Meets in which students could stay connected with their peers as a whole class and their teacher.

Families were provided with resources such as online webinars, flyers and readings to support mental health and wellbeing of all members of the family. Many families were provided with support through the State School Relief Fund, along with food hampers as supported through our connection with FoodShare.

Staff briefings were held three times a week outside of professional learning time to check-in on how everyone was going, and to provide an opportunity for a social chat and catch-up which enabled staff to stay connected with each other and to feel supported by their colleagues.

All year levels successfully participate in the four week transition program at the end of the previous year, which aims to build connections between students and their new teachers, whilst setting the tone for a positive and collaborative start to the school year. At the start of 2021 these connections were renewed and the behavioural expectations set, as supported by our school values of Respect, Responsibility, Integrity and Empathy and our school-wide expectations of BE SAFE, BE RESPONSIBLE and BE RESPECTFUL and what these look like in both learning and play spaces.

Our Kinder to Foundation transition program, as well as Year 6 - Year 7 programs continue to be a priority for all students and families, however these were impacted by COVID restrictions. We were fortunate to be able to run a modified version of these programs in Term 4 in line with restrictions. Online platforms and written communication was used to link in with future students and their families. Our Buddies were unable to engage in the usual face-to-face interactions with their Foundation friends, but formed early relationships prior to the start of the 2021 school year through writing letters, making video messages and preparing games and stories that went home with students at the end of each week's transition day.

The ongoing engagement of a mentor to run 'The Stride' program for Year 5-6 boys, and to work with a range of students around engagement, self-confidence and resilience has continued to be successful and will continue through 2021 under the Chaplains in School program. Weekly well-being lessons across all year levels were backed up by fortnightly cross age, Foundation-Year 6 well-being groups that support students across the school to connect with each other and other staff. Lunchtime chess continued with a focus on supporting and engaging students to build their confidence and increase their patience, persistence and thinking skills. Our school continued with the breakfast club program during onsite learning periods, though the impact of limited volunteer support from the community due to COVID restrictions was notable.

Our 2020 Student Attitudes to School Survey data reflected growth in all of the target areas of the AIP (Annual Implementation Plan)

- Learning Confidence from 79% positive endorsement in 2019 to 83% in 2020
- Respect for Diversity from 76% positive endorsement in 2019 to 82% in 2020
- Classroom Behaviour from 77% positive endorsement in 2019 to 79% in 2020
- Not experiencing bullying from 75% positive response in 2019 to 78% positive response in 2020
- Managing bullying from 72% positive response in 2019 to 80% positive response in 2020

Financial performance and position

Rutherglen Primary School maintained a sound financial position throughout 2020, with the School Strategic Plan and the 2020 Annual Implementation Plan providing the framework for the allocation of funds to support school programs and priorities. The expenditure of all allocated finances was reduced in 2020 with COVID restrictions impacting some areas such as professional development, student programs run by external providers and some scheduled buildings and grounds works. Some painting works was carried out, along with new carpets and window furnishings in some classrooms, a new nature playground and upgrade to the sandpit. The long term viability of the school to continue to be able to provide for excellence in teaching and resources is a responsibility taken seriously by the school and the careful management of funds reflects this. To that end, provision has continued to be made for the financing of short and long term school improvement projects with the school operating a surplus in 2020 to ensure that the provision of continued school upgrades in 2021 in the areas of buildings, grounds and IT resources will be able to be funded appropriately. These include the extension to the outdoor multi-purpose Big Red Shed facility with an addition to the sports storage facilities, asphalt re-surfacing, external painting of buildings and continued upgrades and developments within the school grounds.

Equity funding was used to support students with in the health and well-being space with a school-based mentor, the engagement of literacy intervention staff and to support the role of the Learning Specialist in working closely with staff to improve student learning outcomes.

For more detailed information regarding our school please visit our website at
<https://www.rutherglenps.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 198 students were enrolled at this school in 2020, 88 female and 110 male.

0 percent of students had English as an additional language and 5 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) which takes into account parents' occupations and education.

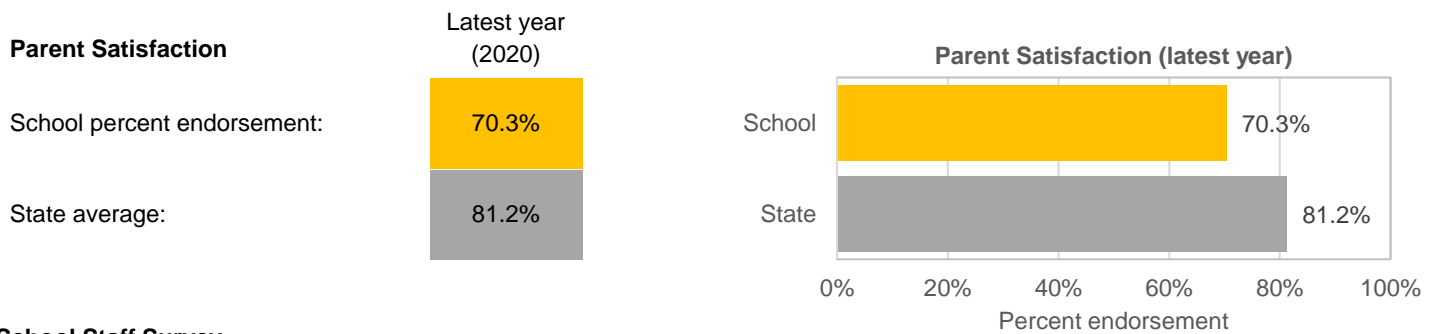
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

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

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

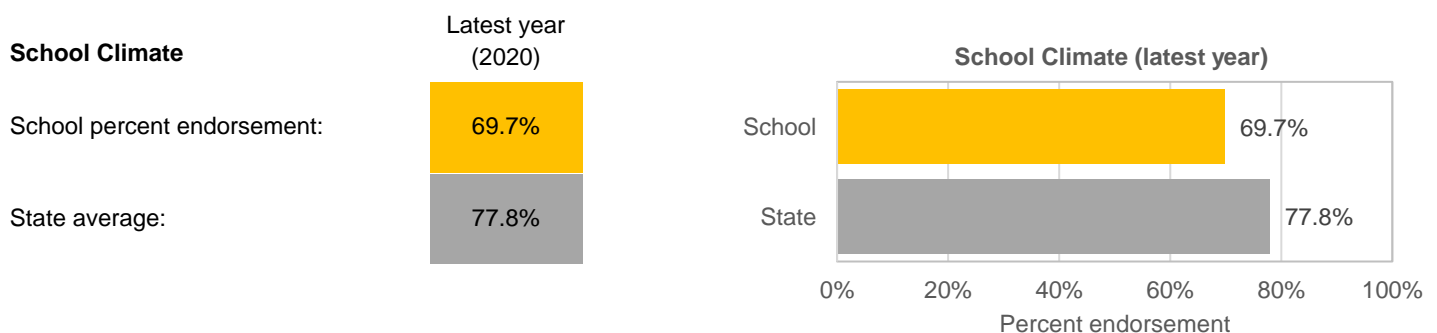


School Staff Survey

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

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

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



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
(2020)

School percent of students at or above age expected standards:

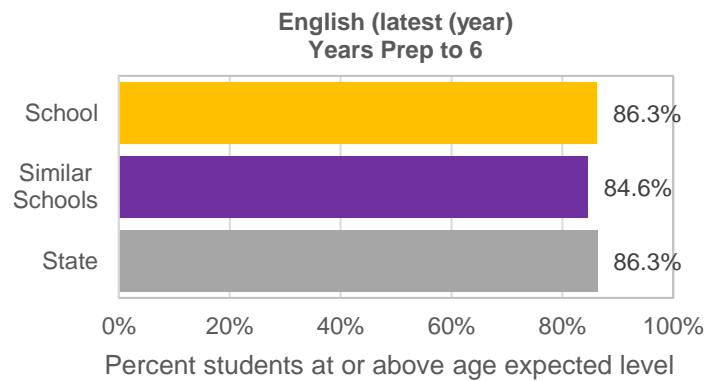
86.3%

Similar Schools average:

84.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

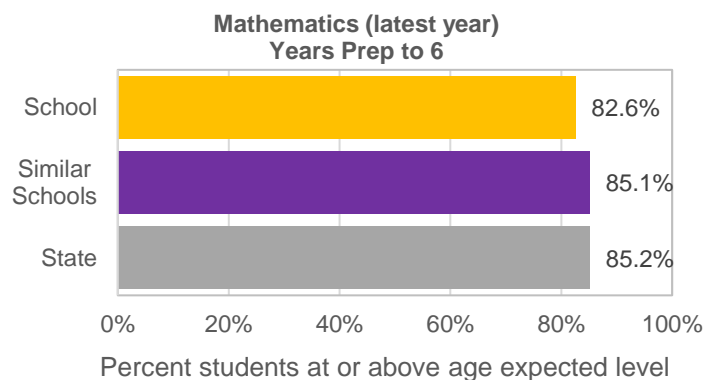
82.6%

Similar Schools average:

85.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

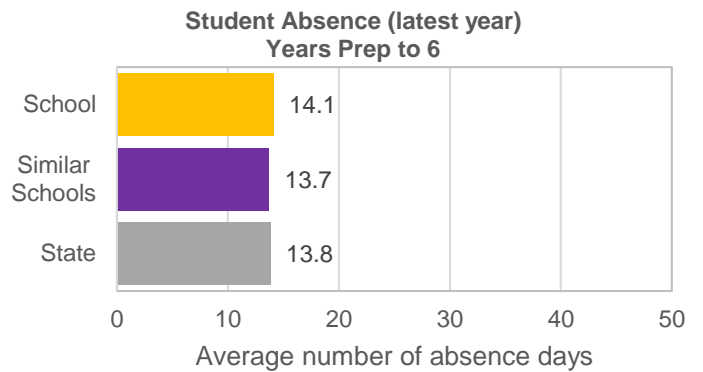
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	14.1	13.7
Similar Schools average:	13.7	15.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	94%	92%	92%	94%	91%	94%

WELLBEING

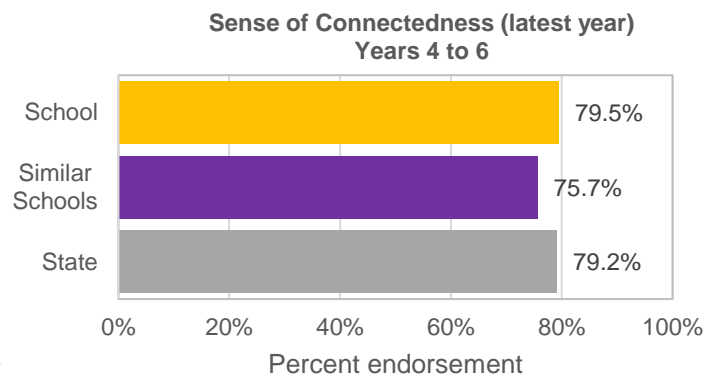
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	79.5%	76.0%
Similar Schools average:	75.7%	79.5%
State average:	79.2%	81.0%



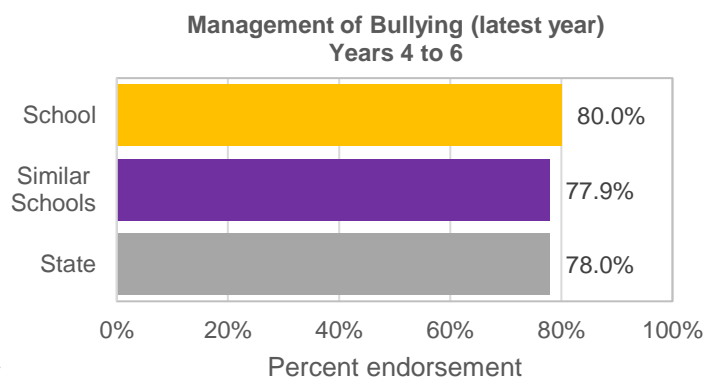
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	80.0%	78.0%
Similar Schools average:	77.9%	81.1%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$1,781,058
Government Provided DET Grants	\$321,829
Government Grants Commonwealth	\$11,250
Government Grants State	NDA
Revenue Other	\$5,472
Locally Raised Funds	\$70,094
Capital Grants	NDA
Total Operating Revenue	\$2,189,703

Equity ¹	Actual
Equity (Social Disadvantage)	\$62,330
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$62,330

Expenditure	Actual
Student Resource Package ²	\$1,723,539
Adjustments	NDA
Books & Publications	\$729
Camps/Excursions/Activities	\$11,492
Communication Costs	\$3,023
Consumables	\$32,559
Miscellaneous Expense ³	\$8,534
Professional Development	\$1,603
Equipment/Maintenance/Hire	\$20,551
Property Services	\$44,801
Salaries & Allowances ⁴	\$73,407
Support Services	\$706
Trading & Fundraising	\$15,722
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$22,085
Total Operating Expenditure	\$1,958,750
Net Operating Surplus/-Deficit	\$230,952
Asset Acquisitions	\$43,873

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$500,718
Official Account	\$11,222
Other Accounts	NDA
Total Funds Available	\$511,940

Financial Commitments	Actual
Operating Reserve	\$34,030
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$22,801
School Based Programs	\$137,092
Beneficiary/Memorial Accounts	\$5,364
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$259,287

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.