2017 Annual Report to the School Community

School Name: Rutherglen Primary School

School Number: 522

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

- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.

- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2018 at 01:03 PM by Karryn Williams (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.

- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.

- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2018 at 10:34 AM by Kirsty Smith (School Council President)

About Our School

School Context

2017 was a successful year for the Rutherglen Primary School community as we accomplished the annual goals of our four year 2015 – 2019 School Strategic Plan (SSP); placing a greater emphasis on student connectedness to school, building our school community and the use of feedback to monitor growth and inform improvement measures. In evaluating the outcomes of students, we identified that a greater focus on personalised learning would further increase student learning outcomes, and we actively embraced feedback and student voice to further our work in this area. Investing in the capacity building of staff in all areas of the teaching and learning process was a priority and remains so moving into 2018.

Enrolment remained steady throughout 2017, starting the year with 221 students and finishing with 229 students. In 2017 our staff consisted of 19 staff which consisted of: 1 Principal Class Officer, 12 teaching, 4 education support staff, made up of 2 Integration Aides (Learning Assistants), 1 business manager and 1 part-time office administrator, 1 student well-being support officer, and 1 school employed cleaner. In 2017 the school also supported 5 students within the Program for Students with Disabilities (PSD) to make significant progress in achieving the goals outlined in their Individual Learning Improvement Plan (ILIP)

We are extremely proud of our school community and are focused on continually improving all aspects of the school's teaching, learning and school leadership, as well as ensuring that every one of our students feels safe and happy and knows that they are respected and belong.

Our professional learning in 2017 primarily focussed on further developing the elements of our school-wide instructional model and building our capacity in using assessment data to drive personalised learning. The feedback zone was embedded school-wide and we developed our knowledge and skills in Feedback and Feedforward to ensure students and staff were providing and receiving feedback that was evidence based, explicit and targeted. A large focus was placed on developing learning intentions and success criteria that accurately matched both the Victorian Curriculum and the point of learning for each student. The staff at RPS continued to work professionally to challenge and develop their teaching skills through our school-wide professional learning targeted at improving student outcomes.

Our student well-being programs, together with our student leadership opportunities and the many extra-curricular activities offered, provided all students with a variety of learning and personal growth opportunities. We are very fortunate to have such a supportive school community and both parents and the wider school community are always welcome and encouraged to be actively involved in opportunities such as excursions, camps, classroom assistance, our cooking/gardening program and sport, among many other things. We encourage families to be engaged in both their child's education and well-being and the decision-making processes of the school through opportunities such as Parent and Friends Group and School Council.

Throughout 2017 we worked hard as a school to strengthen the message that being at school is important and that 'Every Day Counts'. We communicated with parents the importance of informing the school of all absences and to utilise our communication system Compass, to make this process easy and accessible. In 2018, we will continue to focus on reducing unexplained absences and reinforcing the importance of attendance, which is impacted among other reasons, by extended family holidays.

Framework for Improving Student Outcomes (FISO)

In 2017 we focused on the FISO Continua elements of

Building Practice Excellence:

- Strengthen consistency of teaching practice for high impact learning
- To enhance teaching practice, by building a schoolwide culture of constructive observation and feedback.
- Review and align our Whole School Approaches to Assessment and Reporting and
- Develop an F-6 approach to writing to ensure consistent practice and greater learning gain for students

Positive Climate for Learning:

- Continue to deepen staff's capacity within the area of social-emotional learning with a closer focus on resilience
- Build student's self-awareness of their personal social-emotional goals and
- Create an F-6 student friendly Social-Emotional Learning Pathway

Within *Building Practice Excellence* major work included deepening knowledge of the Victorian Curriculum and embedding a consistent instructional model aligned with elements of the High Impact Teaching Strategies (HITS). Extensive professional learning was delivered around aligning explicit teaching to the Curriculum and student's point of learning, along with using feedback to enable teaching teams to further develop their capacity to challenge and improve each other's practice.

2017 also saw a focus on the FISO element of Positive Climate for Learning: Empowering Students and Building School Pride. A significant outcome was embedding weekly lessons focused on explicitly teaching social–emotional skills and the building of staff capacity to support students in a more holistic approach. A great emphasis was placed on tracking student's social-emotional growth and supporting students to be able to monitor their own personal development. A broad range of strategies were explored and implemented to increase the level of student agency and strengthen the home-school partnership. For example, we revamped our student reporting to families to include the 'I can statements' students were using as evidence of success in reaching their

learning goals, along with their next point of learning. Parent-Teacher-Student Conferences enabled a clearer understanding of individual students' learning and personal growth and to be able to better understand how our school-wide approaches translate into our reporting process.

Achievement

2017 student achievement data demonstrated ongoing, consistent improvements in numeracy, reading and writing, yet there are areas that need to remain the centre of targeted and action–oriented staff professional learning in order to continue our drive for ongoing improvement. NAPLAN Learning Gain Year 3-5 indicated some pleasing growth and some evidence of a changing trend toward higher growth, yet also identified areas of improvement that will continue to be worked through in further depth in 2018. We saw a decrease in the number of students recording low growth in numeracy and an increase in medium growth with the school recording 48% medium levels of growth and a consistent level of high growth from 2016. In reading, the number of students recording low growth almost halved, with the percentage of students recording medium growth almost doubled from the 2016 results to 64%. The 58% medium growth and 22% high growth in writing are showing more positive levels of growth, as does the decrease in low growth. Our focus in all areas still needs to be targeted at increasing high growth of our learners. Both the Year 3 and Year 5 NAPLAN four-year average reading and numeracy results indicate that our school performed similarly to the median level for Victorian government schools in numeracy and reading.

The percentage of students assessed as working at or above age expected standards in English and mathematics as determined by teacher judgement was at a similar level in English and a slightly higher level in numeracy. Rutherglen Primary School will strive to ensure that all students achieve a minimum of 12 months or more learning growth in every school year from Foundation through to Year 6. This will be achieved through building on existing high practice, ensuring more consistency of the High Impact Teaching Strategies and maintaining a relentless focus on student learning in literacy and numeracy.

Engagement

In 2017, there was a strong focus on student engagement through consistent embedding of the High Impact Teaching and Learning Practices, where students were supported to take greater ownership of their own learning and be self-directing, reflective and collaborative learners. Our focus on this impacted positively on student survey data. Examples include: 80% positive endorsement "Effective Teaching Practice for Cognitive Engagement", 84% positive endorsement in school connectedness (sense of belonging) and overall 82% of students indicating no experience of bullying at this school. Feedback from the Parent Opinion Survey indicated positive endorsement in most indicators, though slightly below the state level. As a school we have evaluated that we need to address the proportion of surveys completed and the number of neutral responses that are recorded in the Parent Opinion Survey, and investigate ways to affect a greater percentage of positive responses.   This includes 91% positive endorsement "Connection & Progression", 87% positive endorsement "General Satisfaction", 92% positive endorsement "School Ethos & Environment", and 86% positive endorsement "Parent Community Engagement". The School Staff survey endorses the view that there is a strong and positive collective focus on student learning, efficacy and responsibility. 92% positive endorsement Collective Focus on Student Learning, 81% positive endorsement Collective Efficacy and 93% positive endorsement Collective Responsibility and 100% positive endorsement Collective Focus on Student Learning. This survey also supports the strong culture of parent and community involvement with a 92% positive endorsement in this specific area. Our school recorded fewer average number of student absence days than the median of all Victorian Government Schools in 2017. Our 4-year average for student absence remains slightly above comparison schools. The school will continue to regularly promote attendance and punctuality as a vital component for school success. This will be actioned through the weekly Family Bulletin, fortnightly newsletter, newsfeeds via COMPASS and regular contact with parents around absences.

Well-being

In 2017 we invested a great deal into the promotion of well-being across the school with students and families, putting into place:
- Breakfast Club 2 mornings per week
- A school-based social worker, as well as well-being mentors and fortnightly cross-age well-being groups
- Programs for both students and parents/carers run by external agencies
- Embedding our Social-Emotional Learning program, You Can Do It, with the aim of focusing on Student Connectedness throughout our school
- Increased lunchtime activities and both play and quiet spaces
- School-wide tracking of student's social-emotional level against YCDI indicators
- Professional development for staff
- Buddy Program for new students
- Learning Buddies with year 5-6 students connecting with Foundation-Year 2 students

Rutherglen Primary School has a strong connection with local early childhood centres and the secondary school, which supports our whole-school approach to transition. Late November and early December incoming Foundation students participate in a series of 4 school visits to ensure that the students and their families become familiar with the school setting, its procedures and expectations. During this time they are introduced to their upcoming Year 6 Buddies who will provide a support network as they settle into school the following year and provide an additional support network during playtime. During each Foundation Transition session, all students in Years 1-6 participate in an extensive Step-Up Transition Program. This provides an opportunity for students to build upon existing and established new relationships and gain a clear understanding of what can be expected in preparation for the following year.   We continue to provide positive support for all students as they move through the school and for those who enter or exit throughout the school year. Students in Years 5 and 6 attend a range of activities at local secondary schools to ensure familiarisation in the secondary context and an effective, smooth transition for our students. Parent Information sessions and our school-wide EXPO are conducted early each year to help families gain a better understanding of the approach to teaching and learning and the curriculum at Rutherglen Primary School.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
         Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 221 students were enrolled at this school in 2017, 115 female and 106 male.

1 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: ☐ English ☐ Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ●◆ 100 Results: Mathematics 0 ●◆ 100	● Similar ● Higher

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Higher ● Similar ● Similar ● Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Similar ● Similar ● Similar ● Similar

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
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 15 % 64 % 21 % Low Medium High **Numeracy** 39 % 48 % 12 % Low Medium High **Writing** 21 % 58 % 21 % Low Medium High **Spelling** 30 % 52 % 18 % Low Medium High **Grammar and Punctuation** 42 % 48 % 9 % Low Medium High	NAPLAN Learning Gain does not require a School Comparison.

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2017 attendance rate by year level:	Results: 2017 0 ▬▬▬●▬▮◆▬▬▬▬▬ 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 ▬▬▬●▮◆▬▬▬▬▬▬ 50 Few absences <------> Many absences	● Higher ● Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	93 %	94 %	94 %	93 %	94 %	92 %

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: 🔶

Well-being	Student Outcomes	School Comparison
Students Attitudes to School - **Sense of Connectedness** Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 ─────────────────── 100	🟢 Similar
Students Attitudes to School - **Management of Bullying** Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 ─────────────────── 100	🔵 Higher

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)

Well-being
- Attitudes to School Survey (ATOSS)
    - Sense of connectedness
    - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
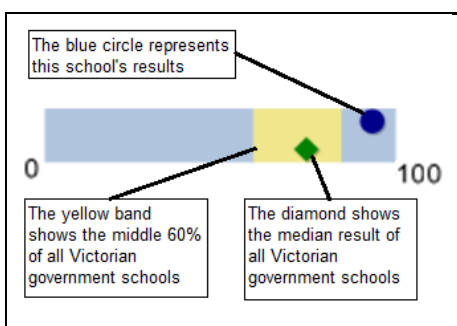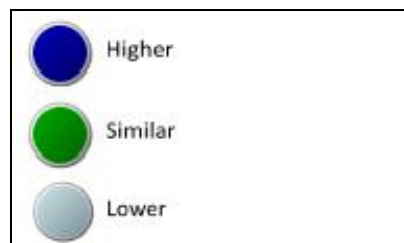

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

Rutherglen Primary School has continued to allocate resources to support the achievement of the school's goals and priorities. The school has been proactive in utilising resources to enable us to improve learning and teaching in many areas. The allocation of the 2017 Equity Funding provided the school with options in regards to programs and staffing targeted at enhancing our students' learning and well-being. We were able to build staff capacity in line with priority areas, maintain relatively small class sizes and employ a Student Wellbeing Officer (0.4). It also provided a wide range of programs and supports around well-being and engagement at no cost to families. Other funds have enabled the school to update resources and improve the school buildings and grounds. Building and grounds maintenance continues to be a focus of the school due to the size of both of these and the heritage status of our building. Overall the school remains in a sound financial position with a net operating surplus in 2017. The School Council were well informed of the school's financial position by the regular provision of copies of the Finance Reports to facilitate their monitoring of the school's finances.

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement
Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$1,576,499
Government Provided DET Grants	$235,172
Government Grants Commonwealth	$17,060
Revenue Other	$24,213
Locally Raised Funds	$157,994
Total Operating Revenue	**$2,010,939**

Equity[1]	
Equity (Social Disadvantage)	$45,455
Equity Total	**$45,455**

Expenditure	
Student Resource Package[2]	$1,482,497
Books & Publications	$1,424
Communication Costs	$4,007
Consumables	$26,438
Miscellaneous Expense[3]	$75,319
Professional Development	$3,675
Property and Equipment Services	$81,907
Salaries & Allowances[4]	$118,848
Trading & Fundraising	$41,261
Utilities	$25,882
Total Operating Expenditure	**$1,861,259**
Net Operating Surplus/-Deficit	**$149,680**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$200,404
Official Account	$16,722
Total Funds Available	**$217,126**

Financial Commitments	
Operating Reserve	$57,795
Asset/Equipment Replacement < 12 months	$40,700
Maintenance - Buildings/Grounds incl SMS<12 months	$10,250
School Based Programs	$107,382
Other recurrent expenditure	$1,000
Total Financial Commitments	**$217,126**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.