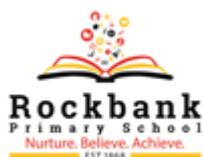


2018 Annual Report to The School Community



School Name: Rockbank Primary School (0919)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 25 March 2019 at 03:56 PM by Darryl Spiteri
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 April 2019 at 04:29 PM by Lyn Courtice (School
Council President)

About Our School

School context

Rockbank Primary School is located in the old township of Rockbank adjacent to the Western Highway. The school was opened in 1868 and had an enrolment of 128 in 2018. The school moved to its current location in 2009 and last year received 2 relocatable classrooms at the end of 2018 to deal with the impending growth. The Rockbank Primary School motto 'Nurture. Believe. Achieve.' highlights the school's commitment to catering for the diverse needs of our students. Our school values of respect, learning, togetherness and safety guide our practise and ensure that students have a clear understanding of the expectations and culture of this school. The school has experienced significant growth with the development of several new estates within the school's Designated Neighbourhood Area. The majority of these new enrolments are from Aintree and Thornhill Park. There are plans for another school to be built in Rockbank North in 2021 and Bacchus Marsh Grammar opened a new P-6 campus in Aintree for 700 students in 2019, which has only had a minimal effect on enrolments.

The school has developed into a diverse cultural population with the majority of new enrolments being of an Indian background, although there are now students born in more than 10 countries. In 2019 Rockbank PS expanded to seven classes with 3 x Year Prep-1 classrooms, 2 x 2/3 classrooms and 2 x 4-6 classrooms. There is an average of around 23 students per classroom. The school has Specialist subjects in Physical Education, STEM, AUSLAN and The Arts and there is a strong wellbeing program to cater for a number of students with Additional Needs. Rockbank was formerly part of the MARC Van program where Art and Library were serviced, but due to increased enrolments, an Arts program has been introduced for 2019. Rockbank PS is a School Wide Positive Behaviour Support School and is also an early adopter of the Respectful Relationships program. Our school values are used as common language and underpin every decision; with the values linked to our school wide expected behaviours which are represented on our school matrix. Our school wide house system is used to support a team approach to achieving success with Peacock, Harrison, Missen and Fisher all equally represented. There is strong support for children with additional needs with the school employing a full time Education Support person and Part-Time Wellbeing Officer to coordinate supportive structures such as our Social Skills programs.

In 2018 a Literacy Consultant was employed to assist in the delivery of Literacy programs across the school. There were also three Curriculum Days that focussed on open-ended and differentiated Numeracy teaching. This external assistance was highly valued by the staff and produced some excellent results in collaborative practises and classroom delivery for improved student outcomes. This is continuing in 2019 and has led to the inclusion of a Numeracy Consultant.

The Student Family Occupation and Education Index (SFOE) at Rockbank PS in 2019 is 0.5363, which is significantly lower than 2018 where it was 0.6207. This shows an increase in the number of working parents and parents with tertiary qualifications.

A new reporting system was introduced in 2018 that allowed parents to receive Individual Learning Plans at least 4 times per year and parent interviews each term. Students with additional needs were given more frequent goals and meetings. The school experimented with SeeSaw and Edmodo to enable parents to have greater connection to the classroom.

Framework for Improving Student Outcomes (FISO)

In 2018 the school focussed on a number of FISO strategies as part of the Annual Implementation Plan. Our staff focussed on Building Practice Excellence in a number of ways. Using data to inform practice and identify point of need for individualised improvements became a priority as well as introducing the Rockbank Primary School Instructional Model. We participated the GANAG consortium for the second year and made great gains in collaborative learning amongst staff. There was also a large focus on developing student engagement to assist students with additional needs. Under the FISO initiative, Setting Expectations and promoting inclusion the

school focussed on developing strategies to support students with socialisation and play time activities. There has also been a huge push to ensure chronic absenteeism is dealt with as a high percentage of students were absent for more than 30 days in 2017. Several programs including a termly barbecue held by the Principal and a class mascot for the best attended grade have helped to improve attendance significantly. Rockbank Primary School hired a Learning Specialist in the latter part of the year as its first member of a new Leadership Team.

Achievement

The Annual Implementation Plan goal for this area was to embed assessment and feedback practices that inform differentiated approaches to improved student learning outcomes.

In 2018, the number of students achieving Victorian Curriculum At or Above according to teacher judgement was;

- 80% in reading and viewing
- 88% in speaking and listening
- 74% in writing
- 85% in measurement and geometry
- 83% in number and algebra
- 74% in statistics and probability
- 91% in movement and physical activity

NAPLAN data in 2018 indicates that;

- 33% of students were in the top 2 bands in year 3 for numeracy
- 18% of students were in the top 2 bands in year 5 for numeracy
- 21% of students were in the top 2 bands in year 3 for reading
- 36% of students were in the top 2 bands in year 5 for reading
- 28% of students were in the top 2 bands in year 3 for writing

Engagement

Students are provided individualised and differentiated work based on assessments and team planning. Students are placed in either a Prep-2 classroom or a Year 3-6. Reading programs are informed by Fountas & Pinnell and PAT Reading data, as well as ongoing anecdotal evidence and reading conferences. Teachers worked with a Literacy Coach in 2018 to deliver Reading strategies more effectively and to improve their analysis of student data. Incidents of poor student behaviour have decreased significantly due to a greater academic focus in classrooms and individualised programs to support those with additional learning needs. Attendance data improved in 2018, although this is an area that will still require greater parent education and engagement. Lunch time programs have also enabled students to develop better connections to school and have led to an infrequency of challenging incidents at break times.

Wellbeing

The wellbeing of staff and students is an ongoing focus at Rockbank Primary School. We have employed a Wellbeing teacher for three days per week who connects with families and the SSS Network to ensure all students are catered for, particularly those with Additional Needs. Every break has a scheduled activity run by student leaders or Education Support Staff to support social interactions at breaks. In addition to this, a number of Social Skills programs have been added to the program. Up to 40 students participate in these programs ranging from Zones of Regulation to identify emotions, through to the You Can Do It! Puppet Program where students are lead through a series of scenarios related to social situations. Most classrooms at Rockbank have access to an Education Support Staff member at different stages to support students with varying needs. Our school uses the School Wide Positive Support and Respectful Relationships Programs. Students participate in alternating weekly values and Respectful Relationships lessons to ensure the consistent delivery of these messages.

Financial performance and position

Rockbank Primary School manages its budgets and staffing at a sustainable level which leads the school to be in surplus. The school is in a secure financial position which allows for the development and implementation of support programs to enhance student achievement in literacy and numeracy. The school has continued to upgrade technology and will commit funds to continue to support teachers to provide adequate 21st century learning opportunities for our students and to resource our flourishing STEM program. The school has adequately used Equity Funding to provide Levelled Literacy intervention and JEMM programs to support the improvement of student outcomes. This funding has also been used to provide our school with external support in the form of a Literacy Consultant and a Numeracy Consultant. In 2018 the school erected a security fence around half of the school to increase security to the perimeter. There was also the installation of two pieces of art to celebrate the school's 150th Anniversary. The school has also accessed funding through the Melton Council and Sporting Schools to promote health and wellbeing in the community.

For more detailed information regarding our school please visit our website at
<http://www.rockbankps.vic.edu.au/>

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

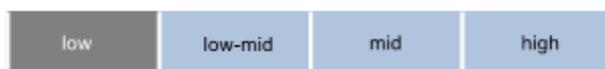
Enrolment Profile

A total of 109 students were enrolled at this school in 2018, 48 female and 61 male.

29 percent were EAL (English as an Additional Language) students and ND 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.



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).

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



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

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Lower</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>67%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>44%</td> <td>44%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>44%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>50%</td> <td>38%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	67%	22%	Numeracy	44%	44%	11%	Writing	44%	44%	11%	Spelling	25%	50%	25%	Grammar and Punctuation	50%	38%	13%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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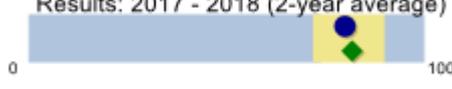
Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>90 %</td> <td>92 %</td> <td>90 %</td> <td>95 %</td> <td>88 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	92 %	90 %	95 %	88 %	89 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	92 %	90 %	95 %	88 %	89 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$1,398,233
Government Provided DET Grants	\$202,335
Government Grants Commonwealth	\$4,000
Revenue Other	\$6,741
Locally Raised Funds	\$55,454
Total Operating Revenue	\$1,666,763

Funds Available	Actual
High Yield Investment Account	\$48,186
Official Account	\$38,764
Other Accounts	\$68,206
Total Funds Available	\$155,156

Equity ¹	
Equity (Social Disadvantage)	\$189,952
Equity Total	\$189,952

Expenditure	
Student Resource Package ²	\$1,065,531
Books & Publications	\$373
Communication Costs	\$6,670
Consumables	\$35,876
Miscellaneous Expense ³	\$124,971
Professional Development	\$3,434
Property and Equipment Services	\$104,465
Salaries & Allowances ⁴	\$8,271
Trading & Fundraising	\$8,450
Utilities	\$13,390
Total Operating Expenditure	\$1,371,432

Financial Commitments	
Operating Reserve	\$39,753
School Based Programs	\$10,403
Capital - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$25,000
Total Financial Commitments	\$155,156

Net Operating Surplus/-Deficit	\$295,332
Asset Acquisitions	\$0

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

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

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



What does *School Comparison* refer to?

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

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

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



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

What does 'Data not available' or 'ND' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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