

2020 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 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 23 March 2021 at 02:27 PM by Darryl Spiteri (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 23 March 2021 at 10:35 PM by Lyn Courtice (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

Rockbank Primary School has a rich history, opening in October 1868 to service the farming areas around Rockbank at the time. The school is located in the Rockbank Township just off the Western Highway amongst several new developments. Rockbank Primary School has a current Student Family Education and Occupation index of 0.5078, which has shifted significantly over the past four years. The school had an enrolment of 303 students spread across twelve classrooms. The year started with eleven classes and a twelfth was added as enrolment numbers grew and a new relocatable classroom arrived. The classroom composition in 2020 was 5 x Foundation/1, 3 x Year 2-3 and 3 x Year 4-6. This has enabled the school to successfully support student groupings and siblings, whilst also assisting cohorts of students with additional needs. This structure encourages strong team collaboration between teachers, as well as a School Improvement Team and newly appointed Team Leaders. Our 2020 enrolments indicated a significant increase in student numbers due to several estates being developed within our current Designated Neighbourhood Area, all with new houses. Four relocatable classrooms have been added to accommodate this growth, as well as a new toilet block and upgrading the current grounds to align with the growth. A new grassed small soccer pitch and playground were also installed in 2020.

A School Review was held at the end of 2020 and a new Strategic Plan is currently being developed to outline the school's future. The main focus is improving student outcomes in literacy and numeracy, as well as greater focus on student engagement and attendance. In 2020 we intended to have a greater focus on writing and we engaged with a consultant in literacy to ensure teachers were supported to improve student outcomes in this area.

Due to the COVID-19 pandemic, much of 2020 was conducted remotely and it was difficult to focus on specific skills across the school, such as writing.

Teachers were introduced to weekly Professional Learning Communities where student outcomes are the main focus with data being central to decision making. This has become an embedded practice at Rockbank Primary School. Our school vision 'Believe Nurture Achieve' and our four school values of respect, togetherness, learning and safety reflect our school's culture. Our values align with the implementation of the Child Safety Standards and we implement Respectful Relationships and You Can Do It! at our school. Our school values are used as common language and underpin every decision; with the values linked to School Wide Positive Behaviour Support 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. Organised play time activities also helps to develop socialisation among students and provides them with scenarios that further enhance friendships and school connectedness. In 2019 we installed a new Wellbeing Centre to assist with resettling students who might be experiencing challenges in their classroom. There are also a number of students on social skills programs. The Wellbeing Centre is overseen by a Wellbeing Coordinator who provides teachers with support in assisting students with additional needs.

Data collection and analysis is a clear focus at Rockbank Primary School. With the help of a Learning Specialist our teachers, diagnose, assess and implement differentiated learning programs. We have recently introduced an enhanced reporting system to provide real-time feedback to parents and to make reporting more relevant to student progress. In 2020 we have also introduced the SeeSaw platform to provide parents with visual updates on their child's learning and engagement.

In 2020 the Specialist Program consists of PE, AUSLAN, STEM and Art. In 2021 STEM will be removed from our Specialist program.

Framework for Improving Student Outcomes (FISO)

During 2020 at Rockbank Primary School we intended to focus on Building Practice Excellence to impact our Key Improvement Strategy of improving outcomes in Literacy and Numeracy. The School Improvement Team completed Professional Learning Community (PLC) training in 2019 and implemented this in 2020 with small groups. This strategy worked well in small groups and positively affected all groups who were targeted for support. Teachers were able to communicate remotely and as a result of this process, improved PLC practice has become an embedded part of data analysis and planning in teams. The indicator to determine whether this strategy was successful was the use of NAPLAN data. NAPLAN was not conducted in 2020, therefore this data could not be used to assess the effectiveness

of this program.

Another goal was to use the FISO dimension of Evaluating Impact on Learning through the use of data. COVID did not really affect our progress in this area as we established clear methods for collecting and analysing data that were guided by the PLC training. Data analysis to plan Individualised student success has become a part of weekly team meetings and is reflected in Individual Learning Plans that are provided to parents at least 4-times per year.

Achievement

During remote learning, staff found it increasingly difficult to maintain student engagement. Teachers provided an amazing amount of support to all students and modified programs to suit the needs of all students and their families. There were however, a number of students whose interest waned over the remote learning period and did not make the necessary progress as a result of this unique situation. We have every confidence that we tried everything to support those who became disengaged over this period. The vast majority of our students were completely engaged and a number of our students thrived in the remote learning environment. As a result of this we are more prepared to provide remote learning options to students who might feel more comfortable in this environment when they are disengaged at school.

During remote learning our staff successfully navigated the online spaces that were necessary to provide continuity for our students. They completed daily instructional videos for each task, held twice daily whole class check-ins, social check-ins for those who needed it, individualised meetings with students and parents to gauge progress and a range of highly engaging tasks such as a virtual camp. Students were expected to upload work to SeeSaw as it was completed and teachers interacted with this information by providing feedback on most tasks. Teachers were also readily available to assist students and families when they were having difficulty with the content or technology. Some students, whose parents were essential workers continued to attend school.

Students on the PSD program were supported by their teachers and an Education Support person was assigned to each one to provide added support. This model worked extremely well and our PSD students seemed to cope best with the remote learning format as there was a clear routine and clear expectations.

Engagement

It was difficult to maintain student engagement in 2020 during the remote learning period, but teachers used a number of methods to maintain involvement and sustain interest. Teachers provided a number of inter-connected tasks that enabled students to extend their learning and complete tasks at different levels that were aligned with each child's individual abilities. The Specialist team also provided inter connected tasks that enabled students to see a clear sequence of learning. In 2021 we are shifting our focus towards ensuring student agency is present in planning and students are more able to identify deficiencies in their learning. We are mindful of student wellbeing as a direct impact of COVID-19 and are ensuring that we monitor and act accordingly to support students who may need it.

Since returning to school our main focus has been to identify student need and if any gaps in learning are present after 2020. These are students are receiving targeted programs through the Tutor Learning Initiative to provide a boost and hopefully ensure students have not been disadvantaged as a result of the events of 2020.

Wellbeing

In 2020 student wellbeing was a strong focus at Rockbank Primary School. Our Assistant Principal ensured students and families were connected to learning through teachers monitoring individual student progress and assessing need. Students whose parents are essential workers and those who were deemed vulnerable were provided with the opportunity to attend school. Students were provided with technology when it was requested and some students were also given Internet for the duration of remote learning. When students returned to school at various points across the year, they were monitored and support was provided by our wellbeing team. Some students required Counselling and others required deeper support, some of which is ongoing in 2021.

Part of our approach to assist parents in 2020 was to provide Webinars presented by our Literacy Consultant - Viv Arbaci, who shared the natural progression that students experience in reading and writing and explained how parents should go about supporting their children through remote learning. This was a highly successful approach. We also provided Wellbeing webinars for parents in growth mindset and how to support their children through the pandemic. These were also very well received.

Financial performance and position

Rockbank Primary School has been building a surplus each year due to the growth that has been occurring. In 2020 we had 258 students on census day and finished the year with 303. This meant that we had to use much of our surplus to employ a new teacher as we had to add a new class. This was only possible once we received a new relocatable in mid-2020. In 2021 we have lost over 100 students due to a new school opening nearby. Our surplus has enabled us to keep the same number of classes to cater for impending growth. It has also been a significantly beneficial approach to 'catch up' students due to gaps in learning which may have occurred in 2020.

Our school hall is hired out to a local dance company and a tutoring group over the week. The revenue raised from this goes towards upgrading the school.

In 2020 we acquired a Sport Literacy grant, which we used to create a fully sustainable grassed area that has been converted into a small soccer pitch. This has been very well received. We have also installed a new playground for our 3-6 students. A large shed was also erected in 2020 to assist in storing our PE equipment and Maintenance Equipment as the storage areas within the school are not sufficient to cope with the growth. As a result of this shed, we also converted the hall storeroom into an office for our Specialist Team and installed air conditioners in the hall and office spaces.

In 2021 we will aim to build more shade solutions for our students and to cover both of our playgrounds.

We used equity funding for a number of programs and resources in 2020. Equity was used to enable our teachers to access a Literacy Consultant who continued to work with our teachers with a focus on writing. Equity also enabled us to hire an extra Education Support Staff member to deal with the increased number of students with additional needs as the year progressed. It also enables our school to provide time to team leaders and our Professional Learning Community Coordinator to ensure policies, processes and planning are reflective of our Annual Implementation Plan and Strategic Plan goals. Equity has also been used to ensure teachers have the necessary assessment tools required to keep track of student outcomes. Teachers have access to Essential assessment, SeeSaw, PAT-M and PAT-R.

Late in 2020 the school received funding to begin a Chaplaincy program. This program will commence in 2021.

For more detailed information regarding our school please visit our website at
<http://www.rockbankps.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 258 students were enrolled at this school in 2020, 121 female and 137 male.

57 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

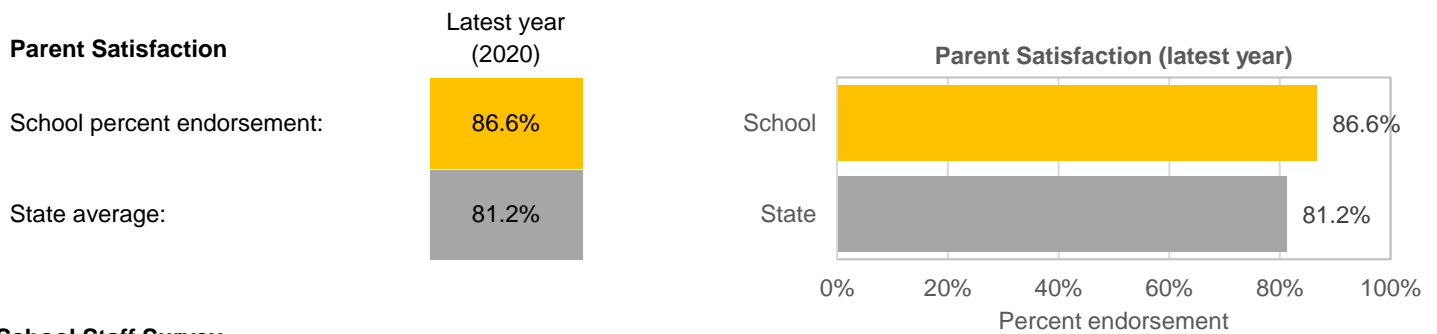
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

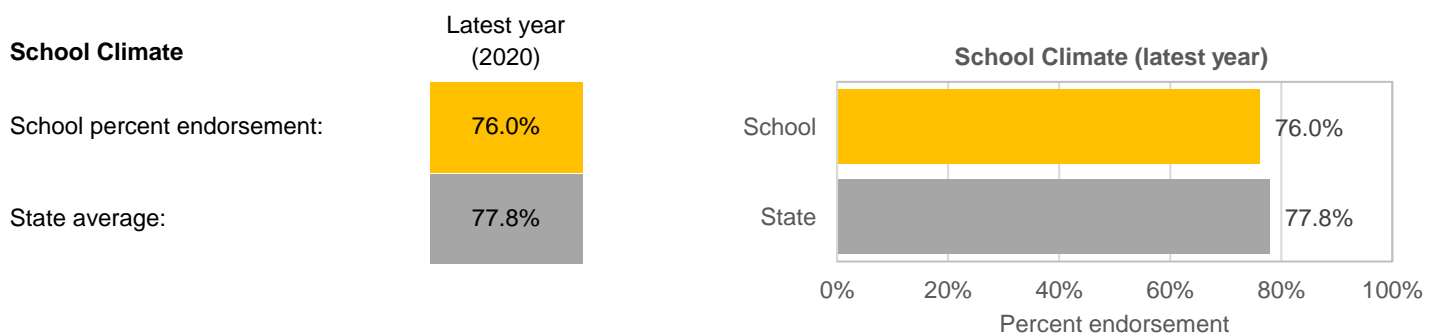


School Staff Survey

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:

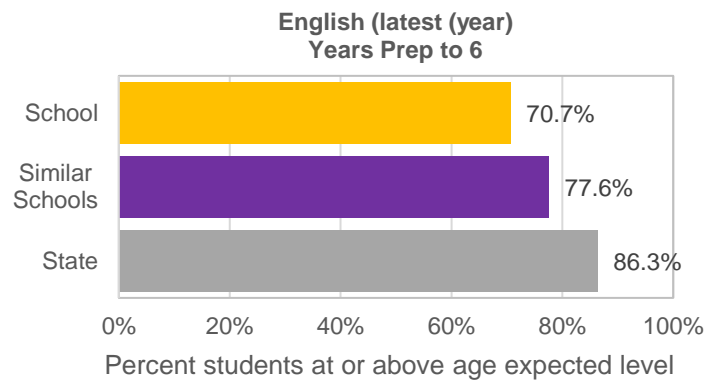
70.7%

Similar Schools average:

77.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

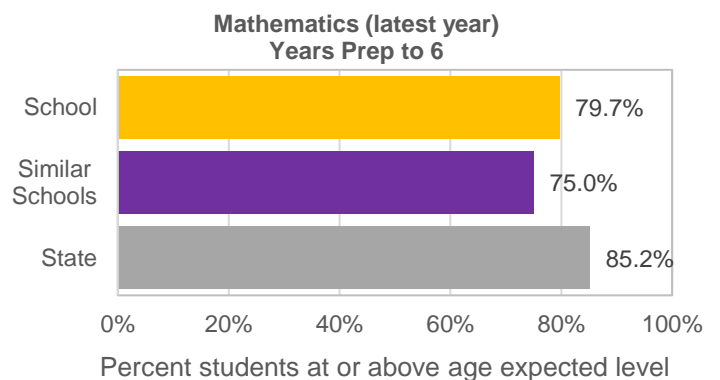
79.7%

Similar Schools average:

75.0%

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

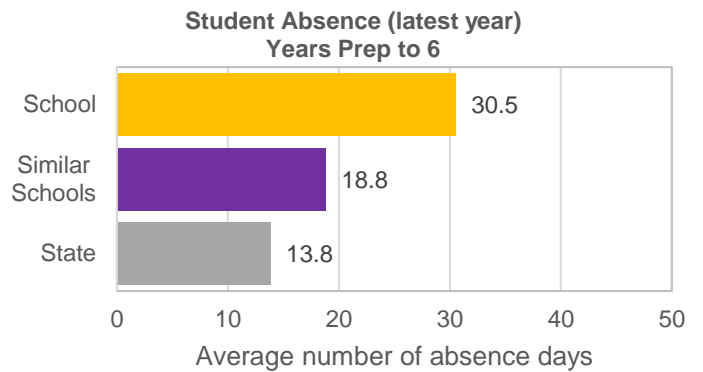
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	30.5	25.7
Similar Schools average:	18.8	17.8
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):	81%	81%	86%	87%	85%	86%	86%

WELLBEING

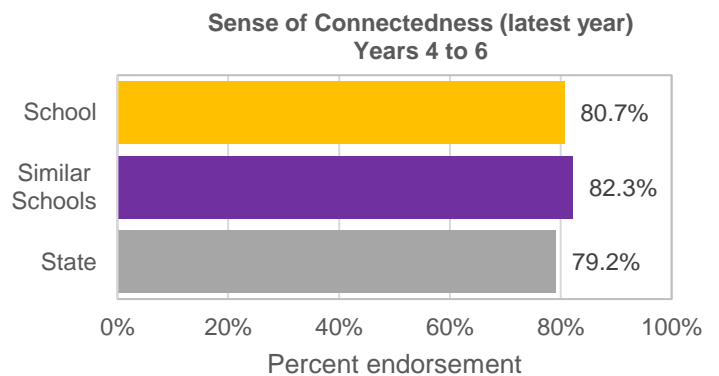
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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:	80.7%	82.6%
Similar Schools average:	82.3%	84.7%
State average:	79.2%	81.0%



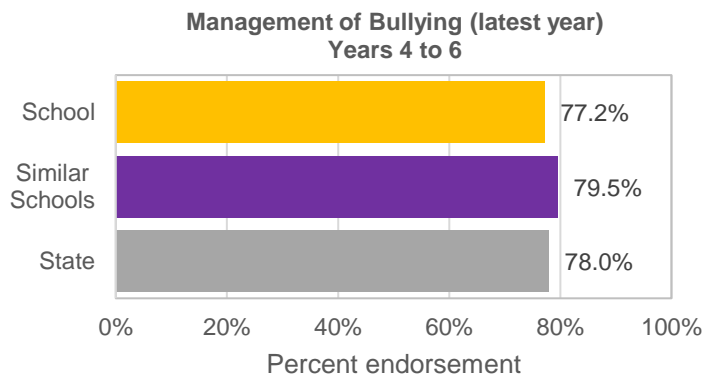
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	77.2%	79.7%
Similar Schools average:	79.5%	82.9%
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	\$2,828,899
Government Provided DET Grants	\$315,440
Government Grants Commonwealth	\$13,410
Government Grants State	NDA
Revenue Other	\$7,413
Locally Raised Funds	\$57,177
Capital Grants	NDA
Total Operating Revenue	\$3,220,339

Equity ¹	Actual
Equity (Social Disadvantage)	\$156,126
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$156,126

Expenditure	Actual
Student Resource Package ²	\$2,343,928
Adjustments	NDA
Books & Publications	\$8,072
Camps/Excursions/Activities	\$3,220
Communication Costs	\$9,624
Consumables	\$54,177
Miscellaneous Expense ³	\$9,685
Professional Development	\$295
Equipment/Maintenance/Hire	\$73,120
Property Services	\$57,957
Salaries & Allowances ⁴	\$639
Support Services	\$80,055
Trading & Fundraising	\$6,830
Motor Vehicle Expenses	\$336
Travel & Subsistence	NDA
Utilities	\$13,600
Total Operating Expenditure	\$2,659,598
Net Operating Surplus/-Deficit	\$560,741
Asset Acquisitions	\$19,000

- (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	\$239,096
Official Account	\$30,895
Other Accounts	NDA
Total Funds Available	\$269,990

Financial Commitments	Actual
Operating Reserve	\$44,242
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$54,519
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
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	NDA
Asset/Equipment Replacement > 12 months	\$60,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$100,000
Total Financial Commitments	\$258,761

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.