

2018 Annual Report to The School Community



School Name: Rosedale Primary School (0770)



- 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 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 17 March 2019 at 04:42 PM by Fiona Knight
(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 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 25 March 2019 at 09:55 PM by Lisa Marshall
(School Council President)

About Our School

School context

Rosedale Primary School is located in Central Gippsland between Traralgon and Sale on the outskirts of the town of Rosedale. Our overall socio-economic profile based on the school's Student Family Occupation and Education index, which takes into account parents' occupations and education, is in the low range level of educational advantage.

At Rosedale Primary School we are committed to fostering happy, socially well-adjusted children, who confidently develop to the best of their ability, in a caring and engaging, positive learning environment. The school's vision is based on the School Wide Positive Behaviour Support (SWPBS) values of: Friendship, Learning, Acceptance, Integrity and Respect.

Rosedale Primary School has developed a "Growing For Life" integrated curriculum, encompassing personal and interpersonal Learning - Growing Me, Growing Us and Growing the Environment. Our balanced and comprehensive curriculum constantly challenges students to extend their learning and recognises and responds to their diverse learning needs.

Our teaching pedagogy at Rosedale Primary School is based upon a classroom environment that is focused on learning, assessment for learning and differentiation. Explicit teaching enables student to develop their conceptual capacities, relying on the supports or scaffolds of their learning environment for the purpose of becoming independent and self-directed learners.

Rosedale Primary School has committed to a three year Challenging Learning Process with George Telford and James Nottingham. This process is rigorous, tailor made to our identified needs and will build the capacity of our staff and students to create a culture of learning resilience and challenge. 2018 was the second year of this process and already results are showing significant learning gain for staff and students, particularly in the areas of language for learning and challenge.

Evaluation of school data shows relative growth in reading as an identified area of need. Our Year 3 results are in the higher range when compared to all Victorian Government Primary Schools however we are not maintaining the same level of growth and our learning gain of students from Year 3 to Year 5 is low.

In 2018 we operated with 108 students in five composite classrooms and had 11.1 equivalent full-time staff: 1 Principal class, 6.0 teachers and 4.1 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

FISO improvement initiatives in 2018 and key actions to support the improvement strategies were to:

Build practice excellence

- Develop professional learning community structures and processes to develop a more robust culture of tracking student's growth in reading and reciprocal trust assisting staff to hold themselves and colleagues to account.
- Develop a professional learning approach to implement an agreed and consistent whole school approach to consistent teaching and learning practices in reading including the incorporation of the Challenging Learning Process.

Empower students and build school pride

- Ensure feedback through reflection is integral in the teaching and coaching process using the 3 essential feedback questions. What am I trying to achieve? How much progress have I made so far? And what should I do next?
- Conduct parent information sessions on strategies to support their children.
- Develop a school wide action plan to highlight importance of punctual and regular attendance.
- Establish a culture of feedback between students and staff.
- Establish a culture that empowers students to develop agency for their own learning

Rosedale Primary School committed to a three year Challenging Learning Process with George Telford and James Nottingham and 2018 saw the second year of this process.

We are endeavouring to ensure:

- Learning intentions and success criteria are developed and utilised during all reading sessions.

- 3 essential feedback questions are used in all reading sessions. What am I trying to achieve? How much progress have I made so far? And what should I do next?
- That students can articulate what they are learning based on their formative assessment results and how they can be successful.
- That all teachers participate in coaching observation and feedback sessions

Written feedback from George Telford indicates some significant improvements in the area of challenge with a culture of high level questions, wait time, learning partners and think, turn and talk. There is an agreed understanding that our language is helping to drive these learnings and the ASK model, Learning Intentions and Success Criteria are evident in classrooms. A highlight of 2018 was having James Nottingham work with our staff for a day. George Telford also provided Parent Information sessions for our parents. Coaching continued in 2018 with two school based coaches providing feedback for all staff and in turn receiving coaching themselves from consultant Noelle Burdekin.

Our focus on improving attendance was maintained and in 2018 the percentage of students with 20 or more absence days was 13% compared to similar schools of 22%. Our result is well below the results for primary schools with similar characteristics.

Evaluation of school data from the Student Attitudes to School Survey showed significant growth in the Years 4 to 6 students' perceptions and experiences of our school with all factors scoring over the 80th percentile relative to all Victorian government schools. 91% of students felt connected to school and 97% felt a sense of confidence. This shows considerable progress towards establishing a culture that empowers students to develop agency for their own learning.

Achievement

Rosedale Primary School made a commitment in 2018 to improve student learning in reading and to build a learning community through a culture of high expectations with all members of the school community taking responsibility for their own learning and that of others.

Strategies that supported our progress included:

- Implementation of a whole school data collection and analysis approach using Sentral to monitor growth against the Vic Curriculum and attendance data
- The appointment of a Learning Specialist with a focus on reading
- The release of a Literacy Coach and Challenging Learning Coach to undertake coaching and feedback sessions
- Providing the coaches with Bastow professional learning and coaching support using Noelle Burdekin for 2 sessions twice per term
- All staff completing ongoing professional learning with George Telford and James Nottingham
- The appointment of an aide for 18 hours a week to provide individual and small group intervention support across the school focusing on reading
- Training provided for the intervention aide and purchases made of explicit teaching resources
- The purchase of classroom libraries for all classrooms
- Considerable money used to purchase additional reading resources, particularly non fiction and Systematic Synthetic Phonic resources
- A welfare teacher appointed at 0.4 to act as an Attendance Officer and follow up daily with all absences
- Professional learning on the Reading Workshop model and its introduction to all classrooms

Feedback from George Telford indicates we need to maintain a strong focus on agreed learning language to be used throughout the school and further develop an atmosphere of curiosity and discovery, including full implementation of the learning pit. Strategies to use when teaching dialogue and continued development of Learning Intentions and Success Criteria and their connection to the three questions of feedback will remain crucial.

In Term 1 2019 we will undertake a school review to determine future directions and strategies. The Reading

Workshop model and involvement in the Outer Gippsland Area Reading Strategy remains a priority. In addition in 2019 we are joining the Professional Learning Communities (PLCs), an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes and also the Differentiated Support for School Improvement Initiative (DSSI) with Teaching Partner Kimley Lambourn appointed to our school 0.5 to further support our growth in reading.

Engagement

Rosedale Primary School has progressed its student engagement goals and outcomes over the past year by pursuing the following strategies:

- A welfare teacher was appointed at 0.4 to act as an Attendance Officer and follow up daily with all absences, including frequent home visits to check on students or collect students if necessary
- Attendance meetings held with families and Attendance Plans developed for all students with attendance below 80%
- Positive acknowledgement of class and student attendance with Green Ticks and certificates of attendance
- Use of Sentral data to highlight attendance and absences
- A whole school commitment to the Challenging Learning Process and a Growth Mindset approach and the use of a common language that it is OK to make mistakes as these are learning opportunities
- High expectations for student learning, behaviour and attitudes
- Use of Learning Intentions and Success Criteria
- Teachers differentiating learning tasks
- Focus on self-improvement and progress and visible growth shared with students
- Improved feedback to and from students
- The introduction of learning partners and think, turn and talk and the use of random name calling rather than hands up
- The introduction of Edward de Bono's thinking strategies

In 2018 the percentage of students with 20 or more absence days was 13% compared to similar schools of 22%. Our result is well below the results for primary schools with similar characteristics. This will remain a significant focus into the future.

Student Attitudes to School Survey showed significant growth in the Years 4 to 6 students' perceptions and experiences of our school with all factors scoring over the 80th percentile relative to all Victorian government schools. 91% of students felt connected to school and 97% felt a sense of confidence. This shows considerable progress towards establishing a culture that empowers students to develop agency for their own learning and will continue to be an ongoing focus in 2019.

Wellbeing

At Rosedale Primary School we care about the welfare of every child. We pride ourselves on being a supportive, friendly and caring school that provides an outstanding student management program and successful social skills program with a strong emphasis on the development of our school values, positive learning attitudes and resilience.

Strategies to support the wellbeing of every student included:

- All staff were focused on providing a secure and safe environment for students and worked tirelessly to support students and their families
- In 2018 the Chaplain supported home school links with regular events such as Bloke's Nights
- Implementing a range of activities such as the "Growing for Life" program, cooking and Circle Time
- The Challenging Learning Process created a culture of resilience and challenge in the development of a Growth Mindset, supported by George Telford and James Nottingham.
- A School Wide Positive Behaviour Support Team comprised of students, staff and a parent representative who met regularly
- Behavioural expectations defined for our school values
- Our whole school behaviour management strategy focused on positive expectations and acknowledgements

that reflected our school values

- SWPBS and FLAIR values were embedded across the school
- A yearly planner was used to explicitly teach our expectations and values

The 2018 Student Attitudes to School survey of our Years 4 to 6 students showed that 92% of our students were positive that we manage bullying, 91% felt a sense of connectedness and 96% of our students were positive that there was respect for diversity. Student voice and agency and not experiencing bullying are two component factors that will remain a focus in the future.

Financial performance and position

Rosedale Primary School is in a sound financial position. There is a strategic approach to program budgets, revenue and expenditure, which are closely monitored by School Council to ensure funds are being used for maximum impact on student learning and maintaining a safe educational setting. In 2018 the budget focus was on the major priorities established in our School Strategic Plan and Annual Implementation Plan. Education State Equity Funding was used to implement professional learning strategies to support improvement in teaching and learning practices in the Challenging Learning Process and Reading. The net operating surplus was achieved because of sound management of the School Resource Package. The School Council recognises the importance of investing in school infrastructure and maintenance to ensure a safe and supportive learning environment and subsequently, has factored this into future plans with an investment in facilities and resources planned for 2019.




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

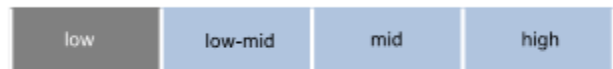
Enrolment Profile

A total of 108 students were enrolled at this school in 2018, 53 female and 55 male.

5 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.



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.















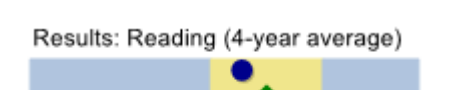






Performance Summary

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> Similar</p> <p> Similar</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> Higher</p> <p> Higher</p> <p> Higher</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> Similar</p> <p> Similar</p> <p> Similar</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>55%</td> <td>27%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>73%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>70%</td> <td>30%</td> <td>0%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>60%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>50%</td> <td>30%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	55%	27%	18%	Numeracy	9%	73%	18%	Writing	70%	30%	0%	Spelling	30%	60%	10%	Grammar and Punctuation	50%	30%	20%	<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>96 %</td> <td>93 %</td> <td>91 %</td> <td>94 %</td> <td>88 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	93 %	91 %	94 %	88 %	91 %	94 %	<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> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	93 %	91 %	94 %	88 %	91 %	94 %										

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> Higher</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	Funds Available	Actual
Student Resource Package	\$1,439,637	High Yield Investment Account	\$134,623
Government Provided DET Grants	\$266,075	Official Account	\$21,016
Government Grants State	\$4,000	Total Funds Available	\$155,639
Revenue Other	\$12,752		
Locally Raised Funds	\$74,869		
Total Operating Revenue	\$1,797,334		
Equity¹			
Equity (Social Disadvantage)	\$133,603		
Equity Total	\$133,603		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,130,506	Operating Reserve	\$53,375
Books & Publications	\$12,232	Funds Received in Advance	\$3,000
Communication Costs	\$3,084	School Based Programs	\$20,957
Consumables	\$27,156	Funds for Committees/Shared Arrangements	\$12,203
Miscellaneous Expense ³	\$49,356	Asset/Equipment Replacement < 12 months	\$29,000
Professional Development	\$12,985	Capital - Buildings/Grounds < 12 months	\$37,104
Property and Equipment Services	\$117,513	Total Financial Commitments	\$155,639
Salaries & Allowances ⁴	\$106,679		
Trading & Fundraising	\$16,249		
Utilities	\$17,694		
Total Operating Expenditure	\$1,493,453		
Net Operating Surplus/-Deficit	\$303,881		
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)

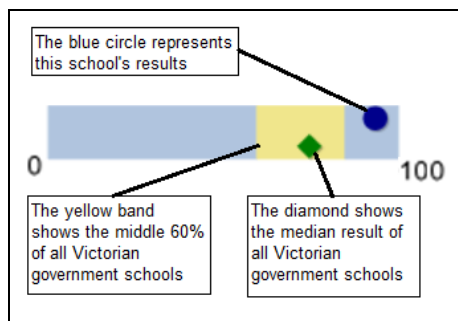
Engagement

- 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).

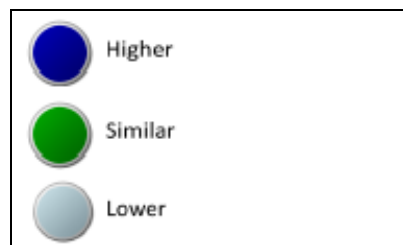


What does *School Comparison* refer to?

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').