

2015 Annual Report to the School Community

Romsey Primary School

School Number: 366



Name of School Principal:

Loren Peavey

Name of School Council President:

Elizabeth McDonell

Date of Endorsement:

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Romsey Primary School aims to provide students with a supportive, stimulating and challenging learning environment that promotes self-motivated, responsible individuals who will be active and aware global citizens. The school provides its 350 students with a supportive and safe environment that challenges them to accomplish goals and celebrates their achievements. The school values of Respect, Responsibility and Resilience, and the social emotional program 'You Can Do It', are explicitly taught and promoted at Romsey Primary School. Our school has established strong links with the community, values parent contributions and establishes positive partnerships. The school has 26.72 equivalent full-time staff, which includes 2 Principal class, 17.4 teachers and 5.9 Education Support Staff.

The school implements a whole school consistent approach to teaching literacy and numeracy. The teachers differentiate the curriculum to suit the learning needs of our students and additional programs are offered for extension and intervention. Quality planning and assessment practices are a high priority. The curriculum takes into account student learning needs using data to track performance and plan future programs. Specialist programs include Visual Arts, Performing Arts and Physical Education. The school is a registered Stephanie Alexander Kitchen Garden School, with the program offered to Year 4 students. As a ResourceSmart school, sustainability is an important part of our curriculum. In 2015 we celebrated 150 years of the school, 25 years in the current location.

The school is equipped with outstanding buildings, spacious sporting facilities and a variety of indigenous and native gardens. The Learning Neighbourhood provides students with a modern flexible learning space with quiet and creative spaces and community hubs. The ICT infrastructure facilitates 21st century learning. Four adventure playgrounds, three ovals and a soccer pitch provide students with a stimulating playing space.

Achievement

Romsey Primary School is proud of its achievements in student learning. This is endorsed by AusVELS and NAPLAN results which are similar to other schools. NAPLAN data indicates the school is similar to other government schools though the Year 3 four year trend indicates ongoing improvement is needed. Year 5 data is consistently similar on a school comparison basis. The learning gain from year 3 to year 5 has reverted to the levels prior to 2014. A continued focus on writing and wordstudy is especially required.

Regular individual conferences identifying students' individual reading and writing goals are conducted as part of the Literacy Program. The Six Traits of Writing was started in 2014 and will continue in 2016. The school continues to focus on a consistent whole school approach to teaching literacy and numeracy and in 2016 we aim to further improve our assessment practices and build the teachers' capacities around analysing student data to drive their instruction.

The Program for Students with a Disability showed all students progressed at satisfactory or above in achieving their individual goals.

Engagement

The school aims to provide a supportive and safe environment that challenges students to accomplish their goals and celebrate achievements.

Average attendance for all students is slightly lower than state median and is consistent across the school, averaging 92%. The main reasons for absence is illness and a number of families taking extended holidays. The number of unexplained absences has decreased significantly with regular articles in the school newsletter emphasising 'Every Day Counts' and regular follow ups with parents by teachers and the office staff.

Developing the home- school partnership is important and teachers place a high emphasis on having parents involved in a range of activities in 2015. The Tiqbiz app continues to be used to send important reminders to parents about events and urgent messages. In 2016 we aim to increase parents connectivity through parent forums with the principal team and staff. Parent satisfaction is below the 60% range and in 2016 further emphasis will be placed on positive parent communication and additional opportunities for involvement.

Wellbeing

The school places a strong focus on all students feeling safe and being engaged in their learning. The Students Attitudes to School data is similar to the median of Victorian Government Schools and remains consistent in recent years. Central to wellbeing is the social emotional program 'You Can Do It'. The Bendigo Bank continues to sponsor the program. Our weekly celebration awards support the explicit teaching of "getting along, confidence, resilience, organisation and persistence" keys from this program.

The school offers a range of leadership opportunities for senior students including School Captains, Student Council, school sporting team captains peer mediation and specialist leaders.

To start 2016 a whole school program centered on the school values of Responsibility, Respect and Resilience was taught. This included the school positive behavior management processes and classroom and playground expectations. Lessons include an understanding of the expectations of the rights and responsibilities of students, teachers and parents. In 2016 the Year 3-6 students will be involved in a Wellbeing program with the Assistant Principal aimed at improving the students skills of getting along and persistence, 2 of the You Can Do It Keys.

Buddy classes support the building of close relationships between students and increase their feeling of safety. The school continues to offer a range of special programs including social skills, team building, fitwise and cooking for identified students. Individual behavior management plans are in place when required and regular meetings are held with parents to support these plans. Comprehensive transition programs support students starting prep, moving onto secondary education and moving between year levels.

Productivity

In 2015 the canteen, gym toilets, art room and spare classroom were repainted and vinyl and carpeted areas were replaced. This was completed as part of the Conditions Assessment Report (CAR). In 2016, the main classroom atrium areas will also be refurbished with the next CAR grant of \$112,000.




The learning timetable was rearranged to allow teams of teachers to plan together during the school day while their students were at specialist classes. This was aimed at increasing team responsibility for the whole cohort of children in an area of the school. Increased planning time also enabled staff to work as teams to differentiate learning tasks.

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

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

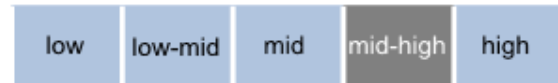
School Profile

Enrolment Profile

A total of 348 students were enrolled at this school in 2015, 162 female and 186 male. There were 1% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






School Staff Survey





Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.







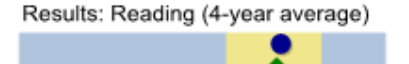







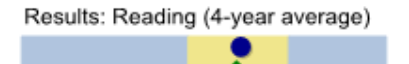
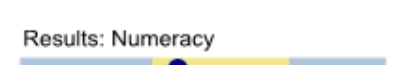
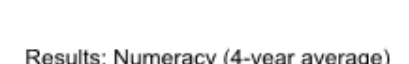




Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

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> Similar</p> <p> Similar</p> <p> Similar</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

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 Result for this school: ● Median of all Victorian government primary year levels: ◆




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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>46%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>58%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>51%</td> <td>39%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>53%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>61%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	46%	23%	Numeracy	27%	58%	15%	Writing	51%	39%	10%	Spelling	24%	53%	23%	Grammar and Punctuation	25%	61%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p> <table border="1" data-bbox="591 772 1031 863"> <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>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	93 %	93 %	91 %	91 %	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	93 %	93 %	91 %	91 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

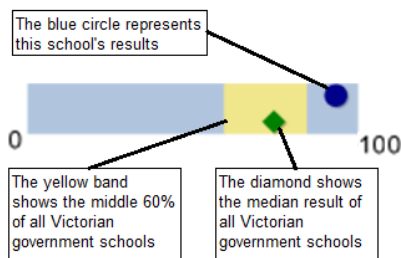
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

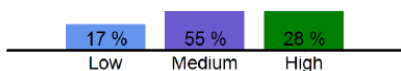
Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

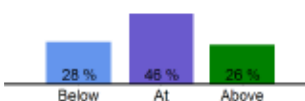
Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The *'About Our School'* statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,348,837	High Yield Investment Account	\$26,101
Government Provided DET Grants	\$267,010	Official Account	\$24,083
Government Grants Commonwealth	\$2,430	Other Accounts	\$64,179
Revenue Other	\$7,488	Total Funds Available	\$114,362
Locally Raised Funds	\$270,281		
Total Operating Revenue	<b style="background-color: #ffff00;">\$2,896,047		
Expenditure		Financial Commitments	
Student Resource Package	\$2,306,271	Operating Reserve	\$82,705
Books & Publications	\$13,588	Asset/Equipment Replacement < 12 months	\$873
Communication Costs	\$4,362	Maintenance - Buildings/Grounds incl SMS<12 months	\$3,619
Consumables	\$59,150	Revenue Received in Advance	\$17,685
Miscellaneous Expense	\$94,219	Other recurrent expenditure	\$9,481
Professional Development	\$7,169	Total Financial Commitments	\$114,362
Property and Equipment Services	\$164,483		
Salaries & Allowances	\$114,525		
Trading & Fundraising	\$58,746		
Utilities	\$31,341		
Total Operating Expenditure	\$2,853,855		
Net Operating Surplus/-Deficit	<b style="background-color: #ffff00;">\$42,192		
Asset Acquisitions	\$5,391		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

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.

Financial performance and position commentary

[Insert financial commentary here]

