

2016 Annual Report to the School Community



School Name: Rochester Primary School

School Number: 795



Name of School Principal:

Rochester Primary School

[Enter date here]

Name of School Council President:

Darren Pain

Date of Endorsement:

21-3-17

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Rochester Primary School sees itself in a transition phase from being a middle sized school to a smaller community based school. This is more to do with a cultural change than a physical one. The current enrolment of 148 students continues a trend in smaller enrolments that has been experienced over the last few years. The community in which the school resides is an aging population with the likelihood of smaller enrolments continuing. This situation is common to many schools in our area. The school has a full time Principal and currently a Leading Teacher working at .8. Seven classrooms operate within the school with a staff of 7.6 teachers. The school is well supported with the equivalent of 1.5 Integration aides and has four volunteer grandmothers working throughout the school.

The school council runs a fund raising committee that reached its goal of raising \$14000. This was used to support a number of student programs.

The school is firmly centered within the local community with involvement in a number of community based extra curricula programs.

The core business of the school is centered around developing literate and numerate students with a strong sense of both moral and community values. Our ICT program continues to develop with students embracing the Bring Your Own Device program. A high emphasis is placed upon student attendance with direct contact made to families to support this approach. We strive to maximize the educational opportunities for all students. Our school underwent its own self-evaluation as a part of the four year school review. The review was completed in November 2016.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence:

The school believes that it has developed a rigorous curriculum and that it has achieved *satisfactory* results across all areas of the school program. In order to move from satisfactory to a higher achieving school we need to continually improve the equality of teaching within the school. Our teaching staff have developed excellent skills in peer observations and have had some exposure to individual coaching and mentoring. We believe more intensive work with individual teachers will empower them to improve their skill sets and to help provide a greater consistency of performance across the school. Assessments including NAPLAN, On Demand testing, the Literacy and Numeracy Interviews and teacher based assessments all reflect that our students have the capacity to learn – improving teachers capacity to teach is an essential initiative.

Setting Expectations and Promoting Inclusion:

In order to improve student outcomes at both academic and in the area of school welfare we need to improve our understanding of *critical strategies to support critical needs*. We believe a holistic approach to understanding trauma and autism in students is essential in order to support this. Our enrolments over the last three years have shown an increased need for this support. We also believe from student, parent and staff data that there is a need to support the emotional needs [emotional intelligence] of all members of our school community.

Achievement

The teacher judgements against the AusVELs have been consistent across the last five years. These have tended to match the data from the NAPLAN testing. In the Literacy areas, Reading and Viewing and Writing 90% of students have been working at “C” or above. This compares well with a comparison to Network data. Interestingly the highest performer was Speaking and Listening averaging 95% across the last five years. Closer examination reveals that 86% of students were rated at “C” throughout this period. [Consistent with the Network] This is a reflection of the school’s assessment processes in Speaking and Listening and is a clear area for future work. [i.e. less than 20% of students across the school were assessed at “A,” “B” or “D and E”]

Key initiatives to improve student outcomes focused on:

- Foundation – Grade 2 -Use oral language to enhance the growth of reading and writing.
- Grade 3 – 6 Build student capacity to transfer knowledge of language conventions between their reading and their writing.
- To build the capacity of students to further develop a deeper understanding of spelling strategies.
- To build the capacity of all students to identify the task set in maths questions and problems.
- Students ability to apply their knowledge and skills to mathematical problems to be enhanced.

The Junior school teachers develop a consistent approach toward developing and moderating formal assessment tools.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

The Student Attitude to School Survey rated all levels of student engagement at or above both State and Region levels.

Our key goal was to foster engagement in senior students that are at risk of becoming disengaged from their school program.

The school will link high interest small group activities with disengaged students in the senior levels of the school.

The group work will encourage high level tasks that encourage these students to apply their learning in practical ways.

To increase the engagement levels of all students by building community relationships both within and outside of the school

- The school will involve its students in a wide variety of activities that build links within the community and neighbouring schools

The school will promote programs that bring parents and community members into the school to support school programs in a proactive manner

Wellbeing

The school initiated a number of programs across the year to support student wellbeing. The student and staff surveys provided positive evidence that these programs were having an impact. A need to revise the Student Engagement and Inclusive policy became evident and this will be a critical part of the work in 2017.

School programs will be sensitive to the needs of individual students with an emphasis on traumatised students and autism.

- Staff will gain a greater understanding of what autism and trauma is.
- Staff will identify students with autism and trauma.
- Staff will have an enhanced understanding of the impact that autism and trauma have on an individuals learning

Teachers will have greater confidence in implementing strategies that support the learning behaviours of students with autism /trauma.

To improve the personal well being of students ensuring a safe, orderly and respectful learning environment.

- All staff will promote an understanding of Emotional Intelligence/ Mindfulness in their work with students, colleagues and school community
- Strategic groups focusing on needs of identified students will be implemented
- School culture needs will be determined by an action research project to determine what the needs actually are.

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



Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community 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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 148 students were enrolled at this school in 2016, 78 female and 70 male. There were 3% of EAL (English as an Additional Language) students and 5% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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 Performance Summary</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 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> Lower</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> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</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 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>5%</td> <td>68%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>55%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>45%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>50%</td> <td>41%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>9%</td> <td>64%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	5%	68%	27%	Numeracy	23%	55%	23%	Writing	36%	45%	18%	Spelling	9%	50%	41%	Grammar and Punctuation	9%	64%	27%	<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 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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>95 %</td> <td>91 %</td> <td>91 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	91 %	91 %	94 %	93 %	94 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	91 %	91 %	94 %	93 %	94 %	94 %										



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:

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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

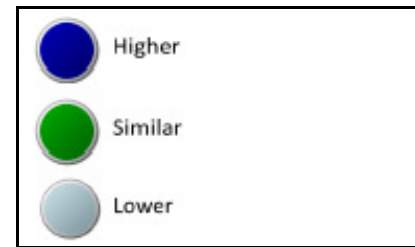
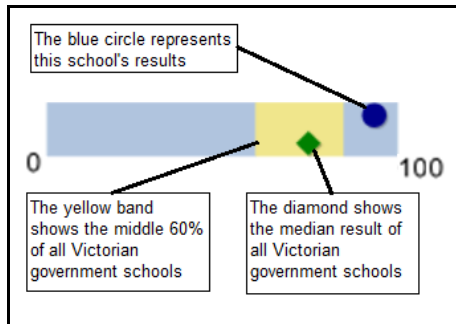
What are student outcomes?

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, P-12 and specialist schools, 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.

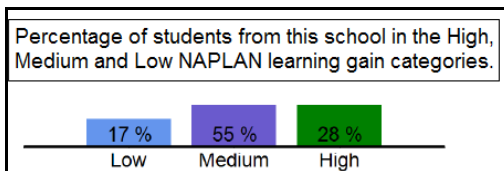
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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>

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.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,275,613
Government Provided DET Grants	\$264,693
Government Grants Commonwealth	\$1,900
Government Grants State	\$3,402
Revenue Other	\$10,317
Locally Raised Funds	\$83,653
Total Operating Revenue	\$1,639,577

Expenditure	
Student Resource Package	\$1,179,695
Books & Publications	\$1,898
Communication Costs	\$6,237
Consumables	\$23,866
Miscellaneous Expense	\$48,071
Professional Development	\$3,989
Property and Equipment Services	\$66,027
Salaries & Allowances	\$81,624
Trading & Fundraising	\$13,251
Utilities	\$14,813

Total Operating Expenditure **\$1,439,473**

Net Operating Surplus/-Deficit **\$200,104**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$395,421
Official Account	\$13,717
Other Accounts	\$90,395
Total Funds Available	\$499,533

Financial Commitments	
Operating Reserve	\$40,078
Asset/Equipment Replacement < 12 months	\$108,000
Capital - Buildings/Grounds incl SMS<12 months	\$30,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$102,456
Beneficiary/Memorial Accounts	\$2,710
School Based Programs	\$43,024
Other recurrent expenditure	\$21,374
Asset/Equipment Replacement > 12 months	\$11,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$140,891
Total Financial Commitments	\$499,533

Student Resource Package Expenditure figures are as of 06 March 2017 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.

The school made a surplus of \$200 104.00 Significant costings for infrastructure major maintenance had not been budgeted for as the School was identifying its needs based on the new School Strategic plan. Significant investment in new heaters and coolers to replace ageing appliances is to be expected and rooms will be identified for cyclic maintenance including carpeting and painting. These un-costed items will impact significantly on the surplus brought forward.

