

# 2017 Annual Report to the School Community



School Name: Roberts McCubbin Primary School

School Number: 5419





## About Our School

### School Context

Roberts McCubbin PS is located in Box Hill South with a current enrolment of 410 students. The school is committed to maintaining a culture of excellence in all areas of teaching and learning. We have high expectations for all students and staff with a strong focus on literacy, numeracy and an integrated, inquiry based curriculum that aims to engage the children, develop a love of learning and to achieve success and growth.

The school has 32.30 equivalent full-time staff: 2 Principal class, 25 teachers and 8.3 Education Support Staff. The school's inquiry approach to teaching and learning provides students with the opportunity to engage in authentic learning activities with a curriculum that is learner-centred and incorporates student choice. The specialist programs we offer are Visual Arts Performing Arts, Physical Education, Library, Japanese and Robotics. A variety of enrichment activities are also offered, such as Maths Olympiad, the bi-annual Junior RoboCup State competitions and music productions, the Mont Albert and Surrey Hills Public Speaking Competition and Chess Club.

The school comprises modern facilities with flexible teaching spaces that allow the implementation of effective and innovative teaching and learning. This is supported by all classrooms being equipped with digital technologies, which are used as key teaching tools to support improved student engagement and improved learning outcomes. Our 1 to 1 iPad program, was introduced in 2013 and supports students to find, explore, analyse, exchange and present information within the context of the digital world they live in. Being an eSmart school we work to ensure our students and community are safe digital citizens. Our gym, incorporating a competition sized basketball court fully supports our Physical Education program and the use of the school's facilities by the community.

In 2017, RMPS had 13% of students who were absent for 20 or more days which is less than the similar school group. Class teachers follow up when students are absent over an extended period. Meetings with parents to discuss issues surrounding student absence are organised and strategies for improving attendance discussed. Family holidays can also contribute to extended absences.

We are an inclusive school that supports the health and well-being of all students through our whole school aligned approach to well-being and restorative practices. We facilitate a number of programs to support student needs including: Kids Matter, Better Buddies, Peaceful Kids and the Triple R Program (for students in 5/6 to support their transition to secondary school.)

Community and parent partnerships are a high priority for the school, where we actively support and continue to develop positive, meaningful relationships so that families (as well as students), feel welcomed, can nurture friendships and have a sense of connectivity and belonging. There is a high level of parent participation in all areas of the school and its activities.

This year we started a weekly Playgroup for pre-school children and their families. The group is becoming popular with participation in the group increasing. Attending playgroup has huge social benefits as well as assisting a smoother transition children from pre-school to school.

### Framework for Improving Student Outcomes (FISO)

In 2017 the school selected the priorities of Excellence in Teaching and Learning (focusing on building practice excellence and curriculum planning and assessment) and Positive Climate for Learning (focusing on empowering students and building school pride and setting expectations and promoting inclusion). We continued to work on creating an inclusive and supportive school community environment that promotes a culture of inclusion and high expectations.

Our key improvement strategies included:

- strengthening teacher data literacy which included data collection and analysis to deliver differentiated and challenging learning for all students
- developing expertise in setting learning goals
- embed a process of giving and receiving feedback throughout the school to further develop teaching pedagogy through Peer Observations
- moderating student assessments to ensure they are based on consistent professional judgements
- strengthen and ensure consistency of the implementation of the school's instructional model (GANAG) by all staff
- sharing examples of best practice in literacy
- Imbed innovative and effective use of technology based the SAMR model (Substitution, Augmentation, Modification and Redefinition)

During 2017 we made significant improvements and achievements in all of the areas. The data literacy within the school's leadership team and the PLC's has dramatically improved through the explicit focus and work of the school assessment and reporting coordinator. Building on this, the Instructional Leaders attended the NEVR Professional Learning Communities Professional Learning Course which has enabled them to lead more collaborative discussions and focus on assessment and analysis



of data in PLCs. One PLC a fortnight is now dedicated to teachers and leaders using and sharing data effectively enabling the planning for individual and differentiated teaching and learning in classrooms.

Teachers are using explicit, child-friendly goals for all teaching sessions throughout the school assisting students to understand the purpose what they are learning.

The embedding the implementation of a peer observation process across the school was a goal in 2017, which the school achieved. This became a key part of staff Performance and Development.

The GANAG instructional model is used for planning in PLCs and the model is displayed in office areas for reference.

### Achievement

The school's Achievement Goal in the Strategic Plan is 'to improve the achievements of all students in literacy and numeracy'. The school continues to have high expectations for all of its students and remains committed to on-going improvement in the learning outcomes of all students in English and Numeracy P-6. Structured professional learning in the areas of literacy and numeracy will continue to be a focus for staff along with dedicated planning and data analysis time for the Professional Learning Teams twice weekly.

The School Staff Survey had increased means in the 'Collective Responsibility on Student Learning (91.15) and Guaranteed and Viable Curriculum' (84.65) indicating that staff believe that the school has a very strong focus on implementing effective teaching and learning for its students.

The improved focus on data literacy will support the school's staff to better differentiate the curriculum and individual student's needs, allowing for greater student confidence and success.

Teacher judgements of students against the curriculum indicated that 95.9% of students were at or above expected level for Reading and Viewing, 91.7% in Writing, 95.1% in Speaking and Listening, 94.4% in Measurement and Geometry, 94.8% in Number and Algebra and 97.9% in Statistics and probability.

The NAPLAN assessment showed that the school had 29.7% of students with high growth from Year 3 to 5 in Numeracy, 27.7% in Reading and 18.7% in Writing. This indicates that we still have more work to do in moving students from the middle bands to the top bands.

In 2017 the school continued to focus on supporting student growth in writing through work with consultants and ensuring all teachers had a goal within their Performance and Development Plans.

The NAPLAN assessment showed that we achieved similar results to the like school group with the number of students in the top three bands of testing in Year 3 and Year 5 Reading and Numeracy.

We continued to work with a numeracy consultant and the number of students in the lower growth area as assessed in NAPLAN has decreased and the higher growth has increased.

### Engagement

The school's Engagement goal in the Strategic Plan is 'to provide a learning environment that focuses on high expectations, positive relationships and engagement within the community'.

During 2017 we continued our successful partnership with Real Schools to implement Restorative Practices across the school. Circle Time was evident in all classrooms on a regular basis. Positive rapport and quality relationships continued to be built between students and the staff and students with other students through the Kids Matter and Better Buddies programs. The Kids Matter action team continued to lead the program throughout the school sharing strategies with staff at designated staff meetings and following their own designated meetings. Events were held during the year where students were grouped across the school in P-6 groupings and several class buddy activities were undertaken with parents invited to attend.

Students were also selected to be part of the Peaceful Kids and Triple R Programs, to support them with managing strategies to deal with anxiety and stress and to be more resilient in 'tricky' situations.



The data from the Attitudes to School Survey showed that areas around Student Engagement such as Student Connectedness, Teacher Effectiveness, Teacher Empathy and Student Safety are already in the fourth quartile, which was the target in our Strategic Plan for the end of 2018. This demonstrates that our students are feeling connected to school, enjoy learning and are feeling safe.

The use of explicit, child friendly, learning goals in all classrooms was an improvement focus during 2017. They have now become an integral part of teacher practice across the school including specialist classes, allowing students more clarity around what the focus for each learning session is. In the Student Attitudes to School Survey, the mean for Teacher Effectiveness is high in the fourth quartile.

We continued to look for opportunities for increased leadership roles for our students. Along with our Year 6 House Captains, Junior School Councillors and Enviro Captains in each classroom we also introduced Specialist Captains in 2016 for Visual Art, Performing Arts, LOTE (Japanese), Robotics and Library. All of these captains performed their roles extremely well throughout the year. The House Captains and Specialist Captains all attended the Young Leaders Day in the city early in the year. The Junior School Councillors from each classroom had the opportunity to run a Friday afternoon assembly.

## Wellbeing

The Wellbeing Goals of the school's Strategic Plan are 'to provide a learning environment that focuses on high expectations, positive relationships and engagement within the community' and 'to embed innovative and effective use of technology based the SAMR model (Substitution, Augmentation, Modification and Redefinition), within our 1:1 iPad Program. We continued to strengthen our approach to building student wellbeing through the implementation of key strategies from Real Schools, Kids Matter, Better Buddies, and Peaceful kids and Triple R programs. We also continued to create an inclusive and supportive school community environment that actively promotes a culture of inclusion and belonging.

Our Peaceful Kids sessions and Triple R sessions continued in 2017. Two groups were undertaken each term to practice mindfulness activities and to support designated students' skills for managing and coping.

We advertised regularly for parents to come in to the school and engage in classroom or whole school events, especially the buddy sessions. Day and evening sessions were offered in the areas of both literacy and numeracy for parents to help support their children's learning.

Our Stepping Up sessions were held every month to enable the Year 2 and Year 4 students to become familiar with the new area of the school that they will move to in the following year. The School Discovery and classroom sessions for the pre-school students was highly successful allowing the children to familiarize themselves with specialist areas and the junior classrooms in readiness for starting school. We have also introduced the Meet Your Teacher session which is held in the final week of the school year so that the children can meet their teacher and spend time in their classroom before they start school.

Our Year 6 students spent time with previous RMPS students where they shared experiences about the transition in to secondary school and some secondary staff from local schools came and spoke to our students. Where there are wellbeing concerns around some students, our Student Wellbeing leader visited secondary schools to ensure the concerns were known and strategies could be put in place for the students to support their transition.

Multicultural welcomes, by students, parents or staff at the weekly Friday assemblies continued throughout 2017 to ensure a culture of inclusion is maintained, and to contribute to the development of intercultural understanding throughout the school.

There are a number of lunchtime activities offered to students during the week. Staff undertake these sessions on top of their yard duty commitments.

In the 2017 Student Attitudes to School Survey (SASS), we had excellent results and the overall school result showing 94% of students saying, '*they can recover in a short time when something bad happens to them*', indicating that these programs are having a positive impact on the well-being of our students. In the areas of School Connectedness, 95% of our students say, '*they like the school and are happy to be at school*', in a Sense of Inclusion, 96% say, students say, '*my teacher makes sure I feel included and I have friends at the school.*'

In the Parent Opinion Survey, there was, 90% positive response to, '*my child feels safe at school*' and 93% positive response to, '*the school has a consistent approach to promoting positive behaviour*', indicating strong parent satisfaction with our programs.

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 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	
<p><b>Enrolment Profile</b></p> <p>A total of 410 students were enrolled at this school in 2017, 167 female and 243 male.</p> <p>17 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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> Lower</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>45%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>52%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>54%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>54%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>54%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	45%	28%	Numeracy	19%	52%	30%	Writing	28%	54%	18%	Spelling	23%	54%	23%	Grammar and Punctuation	22%	54%	25%	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 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>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	93 %	94 %	94 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	93 %	94 %	94 %	93 %										



## 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><b>Students Attitudes to School - Sense of Connectedness</b></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: 2017</p>	Higher
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2017</p>	Higher

# 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)

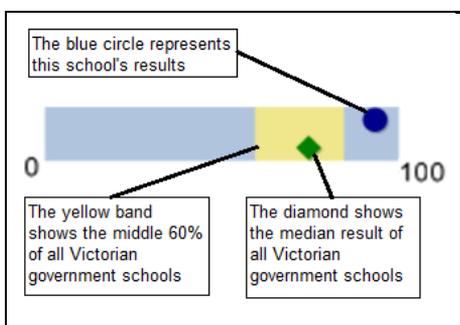
### Engagement

- 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).

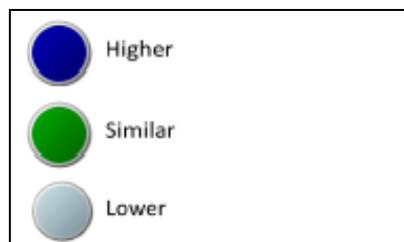


## What does *School Comparison* refer to?

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*' 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').



## Financial Performance and Position

### Financial performance and position commentary

The school ended 2017 with a financial deficit of \$248,118. \$190,000 was repaid to the DET for our deficit in salaries for the past few years. The remainder being \$58,118 was spent on Local Payroll for extra support in the PSD Program.

The school received Equity Funding with a total of \$14,651 that was spent throughout 2017 on programs such as the Peaceful Kids and Triple R Programs, and support for students in OHC.

The school also received special grants from Whitehorse City Council to provide educational assistance for children in need.

Fundraising initiatives undertaken by the school community were many and varied including the Colour Run which raised \$8,203 and PFA which raised \$7,409.

Additional State/Commonwealth Funding received by the school during 2017 included Professional Learning Communities of \$7,722. The purpose of the funding was to support our Instructional Leaders to build teacher capacity in strengthening classroom practice in order to improve student learning outcomes. We also received funding of \$4,204 for the Principal Class to attend the Victorian Curriculum F-10 Regional Forum and Curriculum Planning. This enabled us to provide support to teachers and leaders in implementing the Victorian Curriculum effectively and consistently across the school.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,038,859	High Yield Investment Account	\$76,539
Government Provided DET Grants	\$184,932	Official Account	\$13,405
Government Grants Commonwealth	\$1,755	Other Accounts	\$80,036
Government Grants State	\$3,000	<b>Total Funds Available</b>	<b>\$169,981</b>
Revenue Other	\$7,672		
Locally Raised Funds	\$592,864		
<b>Total Operating Revenue</b>	<b>\$3,829,081</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$14,651		
<b>Equity Total</b>	<b>\$14,651</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,095,207	Operating Reserve	\$154,463
Books & Publications	\$2,027	Revenue Received in Advance	\$15,518
Communication Costs	\$11,748	<b>Total Financial Commitments</b>	<b>\$169,981</b>
Consumables	\$87,766		
Miscellaneous Expense <sup>3</sup>	\$281,109		
Professional Development	\$40,180		
Property and Equipment Services	\$177,136		
Salaries & Allowances <sup>4</sup>	\$250,126		
Trading & Fundraising	\$87,278		
Travel & Subsistence	\$386		
Utilities	\$44,238		
<b>Total Operating Expenditure</b>	<b>\$4,077,200</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$248,118)</b>		
<b>Asset Acquisitions</b>	<b>\$44,364</b>		



- (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 05 March 2018 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.*