

2016 Annual Report to the School Community



School Name: Roberts McCubbin Primary School

School Number: 5419



Name of School Principal:	Margaret Pickburn
Name of School Council President:	Jo O'Mara
Date of Endorsement:	May 3 rd 2017

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

Roberts McCubbin PS is located in Box Hill South with a current enrolment of 407 students. The school is committed to maintaining a culture of continuous improvement in all areas of teaching and learning. We have high expectations for all students 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 achieve success.

The school has 33.9 equivalent full-time staff: 2 Principal class, 25.6 teachers and 8.3 Education Support Staff. The school's inquiry approach to teaching and learning means the students are provided 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 Art, Performing Arts, Physical Education, Library, Japanese and Robotics. A variety of enrichment activities are also offered, such as Maths Olympiad, the Junior RoboCup state competition, bi-annual 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 2016, RMPS had 15% 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 actively support and continue to develop positive, meaningful partnerships with the parent and wider community through our Kids Matter and Better Buddies' programs. There is a high level of parent participation in all areas of the school and its activities.

Framework for Improving Student Outcomes (FISO)

In 2016 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
- consistent implementation of the GANAG instructional model
- formalizing a process of peer observation
- embedding student leadership and student feedback throughout the school
- strengthening the RMPS approach to building student well-being through Kids Matter, Better Buddies, Real Schools and Peaceful Kids.

During 2016 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 Professional Learning Communities will, in 2017, use one of their two designated meeting times to focus on assessment and analysis of data fortnightly. Using data effectively enables teachers to plan for individual needs of students.

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 implementation of a peer observation process across the school was a goal in 2016, 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 Focus on Student Learning (91.38) 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 99% of students were at or above expected level for Reading and Viewing, 97% in Writing, 99% in Speaking and Listening, 98% in Measurement and Geometry, 97% in Number and Algebra and 98% in Statistics and probability.

Overall, from Prep to Year 6 we had 54% of students in the top two AUSVELS bands for Reading and Viewing, 47% in Speaking and Listening, 42% for Writing, 30% in Measurement and Geometry, 46% for Number and Geometry and 31% for statistics and probability.

The NAPLAN assessment showed that the school had 34% of students with high growth from Year 3 to 5 in Numeracy, 22% in Reading and 29% in Writing. This indicates that we still have more work to do in moving students from the middle bands to the top bands.

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 maths consultant and the number of students in the lower growth area as assessed in NAPLAN has decreased and the higher growth has increased.

In 2017 we will begin working with a consultant in the area of writing.

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 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 2016 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.

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 2016. 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 Envro 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 Councilors 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 build the school's capacity to provide seamless transition between all year levels, entry and graduation'.

We continued to strengthen our approach to building student wellbeing through the implementation of key strategies from Real Schools, Kids Matter and Better Buddies. We also continued to create an inclusive and supportive school community environment that actively promotes a culture of inclusion and belonging.

The staff undertook another whole day of professional learning with Adam Voigt from Real Schools with the focus on Restorative Practices, which continued to strengthen further during the year.

Staff regularly monitor student wellbeing through student surveys and 'check in' circles within classrooms.

Our Peaceful Kids sessions continued in 2016. Two groups were undertaken each term to support designated students' social skills.

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 2016 to ensure a culture of inclusion is maintained.

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

Data from the Attitudes to School Survey showed that there was increase in means in Student Morale, which is also now in the fourth quartile.

In the areas of School Connectedness and Student Safety, in the Attitudes to School Survey, RMPS is higher than the similar school group in three of the four measures and similar in the fourth one.

For more detailed information regarding our school please visit our website at
www.robmacps.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 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 425 students were enrolled at this school in 2016, 180 female and 245 male. There were 12% of EAL (English as an Additional Language) students and 1% 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</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 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" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>57%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>52%</td> <td>34%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>49%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>57%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>46%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	57%	22%	Numeracy	14%	52%	34%	Writing	22%	49%	29%	Spelling	25%	57%	18%	Grammar and Punctuation	23%	46%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	22%	57%	22%																							
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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="560 824 1043 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>93 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	94 %	95 %	93 %	93 %	93 %	<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										
93 %	94 %	94 %	95 %	93 %	93 %	93 %										



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

How to read the Performance Summary

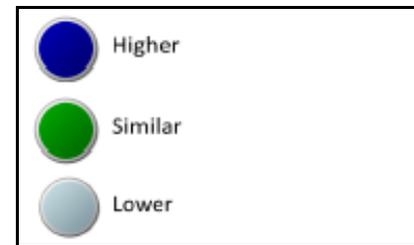
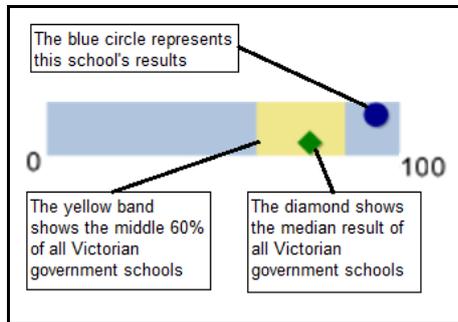
What are student outcomes?

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.

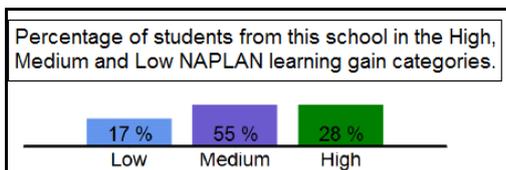
You can see these results for the latest year, as well as the average of the last four years (where available).

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

The school ended 2016 with a financial surplus. This was made up of \$38,350 for the 2017 refurbishment of an old synthetic grass hockey field and the remainder was made up of levies that were receipted for 2017. There was no additional sources of funding beyond the Student Resource Package during the year.

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

Revenue	Actual
Student Resource Package	\$3,079,872
Government Provided DET Grants	\$297,252
Government Grants Commonwealth	\$36,308
Revenue Other	\$14,139
Locally Raised Funds	\$611,097
Total Operating Revenue	\$4,038,667

Expenditure	
Student Resource Package	\$3,269,860
Books & Publications	\$3,238
Communication Costs	\$8,591
Consumables	\$97,928
Miscellaneous Expense	\$199,444
Professional Development	\$58,453
Property and Equipment Services	\$179,515
Salaries & Allowances	\$215,090
Trading & Fundraising	\$87,864
Travel & Subsistence	\$564
Utilities	\$35,905
Total Operating Expenditure	\$4,156,453

Net Operating Surplus/-Deficit	(\$117,785)
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$194,956
Official Account	\$33,391
Other Accounts	\$98,555
Total Funds Available	\$326,902

Financial Commitments	
Operating Reserve	\$142,279
Capital - Buildings/Grounds incl SMS<12 months	\$38,350
Revenue Receipted in Advance	\$146,273
Total Financial Commitments	\$326,902

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.