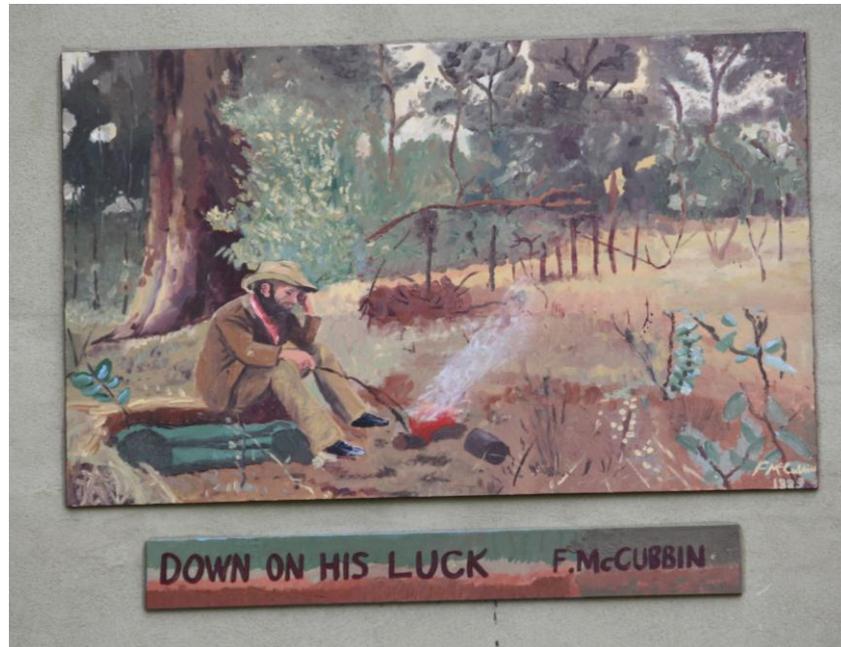


## 2013 Annual Report to the School Community

**Roberts McCubbin Primary School  
School Number: 5419**



Name of School Principal:	Margaret Pickburn
Name of School Council President:	Gary Layton
Date of Endorsement:	March 19 <sup>th</sup> 2014

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

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

## About Our School

Roberts McCubbin PS is located in Box Hill South with a current enrolment of 474 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 within our multiage class structure.

This school has 38.0 equivalent full-time staff: 2 Principal class, 28.9 teachers and 9.1 Education Support Staff. The school's inquiry approach to teaching and learning means the curriculum 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. 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 interactive technologies which are used as key teaching tools to support improved student engagement and improved learning outcomes. 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.

We actively support and develop positive, meaningful partnerships with the parent and wider community and have a high level of parent participation in all areas of the school and its activities.

Achievement	Engagement	Wellbeing
<p>The school continues to have a strong focus on high expectations of all students and remains committed to ongoing improvement in the learning outcomes of all our students in English and Numeracy P-6. Structured professional learning in the areas literacy, numeracy will continue to be a focus for staff.</p> <p>When compared to other Victorian Government schools with similar characteristics on adjusted school performance:</p> <p>Our AusVELS teacher judgements demonstrate that our students are performing at a higher level in English and at a similar level in Mathematics. Our 2013 NAPLAN results at Year 3 show our students are performing at a similar level in Reading but at a lower level in Numeracy however over a four year average we are at a similar level to like schools. Our Year 5 NAPLAN results show our students are performing at a lower level in Reading but at a similar level in Numeracy however over a four year average we are at a similar level to like schools in Reading and a higher level in Numeracy.</p> <p>We will continue working to improve the analysis of student data and to use a range of assessment tools to help identify, track and support the learning needs of all students in order to drive school improvement.</p> <p>Team planning in all areas of the curriculum will continue to focus on consistency in the delivery of the curriculum across the school.</p>	<p>The school aims to 'provide a learning environment that focuses on high expectations, positive relationships and engagement within the school community'. To support this goal staff continue to work to ensure that the learning environment is stimulating, safe, nurturing and that strong partnerships with parents are encouraged.</p> <p>Our inquiry approach to teaching gives the students skills that are transferable across learning domains and supports them to become more effective learners. Student decision making is an integral part of our teaching giving the students voice and choice in their learning. Our weekly iTime allows students the opportunity to pursue individual inquiries focussing on their own passions and interests.</p> <p>The school's strong technology and iPad program provides our students with the necessary tools and awareness to learn in a society that is technology rich. The program helps our students to become; engaged learners, creative thinkers, problem solvers, connected global citizens, independent and self- directed learners and social collaborators.</p> <p>Student attendance levels are similar to other Victorian Government schools with similar characteristics. While many absences are due to extended family holidays, we continue to develop processes and strategies to monitor and improve student attendance.</p> <p>The Attitudes to School Survey indicates students feeling safe and connected to school.</p>	<p>Roberts McCubbin PS has a philosophy based on developmental learning. This philosophy respects and understands that all children are unique and with individual needs.</p> <p>The school's code of conduct The Safe and Happy Book is revisited at the beginning of each year to develop agreed expectations between teachers and students. In line with the school's current Strategic Plan the document was recently reviewed and revised to ensure it remains relevant to the students, parents and staff.</p> <p>The school offers lunchtime activities as an alternative to being in the playground all of the time. Last year we also introduced a chess club as well which has proved to be popular. Our monthly pastoral care forum is called uTime where groups consist of children from P-6 who meet with a staff member to discuss current issues providing another avenue for discussion and student voice.</p> <p>To support our increasing use of technology the school is working to becoming an eSmart school, through The Alannah and Madeline Foundation. eSmart provides strategies to develop smart, safe and responsible use of ICT and support the wellbeing of the students both at school and at home.</p> <p>We are also registered with another of The Alannah and Madeline Foundation programs, Better Buddies, to support the development of healthy and supportive relationships across the school.</p>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 469 students were enrolled at this school in 2013, 209 female and 260 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### 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.



Please note: The Staff Opinion Survey was not conducted in 2013.

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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"> <li>English</li> <li>Mathematics</li> </ul> <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> Higher</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Lower</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Higher</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■  
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Relative Growth Year 3 - Year 5</b></p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>55%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>8%</td> <td>60%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>43%</td> <td>40%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>57%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>62%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	55%	19%	Numeracy	8%	60%	31%	Writing	17%	43%	40%	Spelling	23%	57%	19%	Grammar and Punctuation	26%	62%	13%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	26%	55%	19%																							
Numeracy	8%	60%	31%																							
Writing	17%	43%	40%																							
Spelling	23%	57%	19%																							
Grammar and Punctuation	26%	62%	13%																							

## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="558 795 1045 891"> <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> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	94 %	94 %	94 %	94 %	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	94 %	94 %	94 %	94 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary 2013

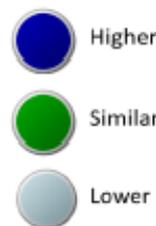
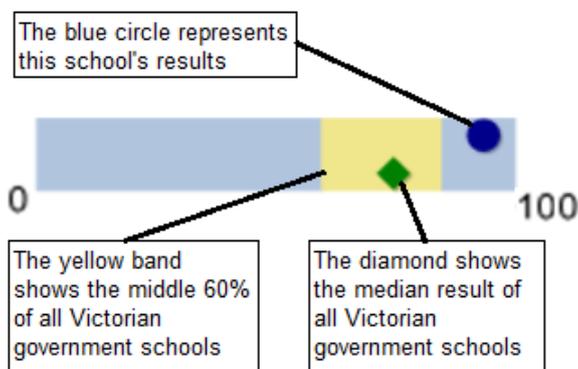
## What are student outcomes?

*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 Indigenous 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.

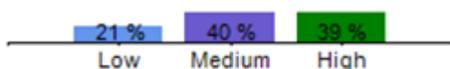
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth 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 growth 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 relative growth categories.



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 - Operating Statement Summary for the year ending 31st December, 2013

### Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$324,096
Government Grants Commonwealth	\$9,733
Revenue Other	\$14,990
Locally Raised Funds	\$632,686
<b>Total Operating Revenue</b>	<b>\$981,505</b>

Funds Available	Actual
High Yield Investment Account	\$330,844
Official Account	\$25,238
Other Accounts	\$30,020
<b>Total Funds Available</b>	<b>\$386,103</b>

Expenditure	
Books & Publications	\$13,816
Communication Costs	\$15,967
Consumables	\$78,288
Miscellaneous Expense	\$148,541
Professional Development	\$56,928
Property Maintenance	\$245,378
Salaries & Allowances	\$249,686
Trading & Fundraising	\$93,089
Travel & Subsistence	\$3,185
Utilities	\$39,150
<b>Total Operating Expenditure</b>	<b>\$944,027</b>

Financial Commitments	
Operating Reserve	\$141,523
Asset/Equipment Replacement < 12 months	\$85,500
Maintenance - Buildings/Grounds incl SMS<12 months	\$37,691
School Based Programs	\$121,389
<b>Total Financial Commitments</b>	<b>\$386,103</b>

**Net Operating Surplus/-Deficit** **\$37,478**

**Asset Acquisitions** **\$11,273**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial performance and position commentary

Roberts McCubbin ended 2013 with a financial surplus of \$37,478. This surplus was the result of grounds projects that had begun in 2013 but had not been completed or paid for before the end of the school year. The project included the renovation of two pieces of playground equipment and the purchase of new shade sails. The school received no extraordinary revenue or sources of funding during the year.