**2019 Annual Report to**

**The School Community  
  
School Name: Roberts McCubbin Primary School (5419)**

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| |  | | --- | | robmacps logo  C:\Users\02025805\Desktop\25 years art work 2019.jpg |      |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)). * The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*. | | Attested on 13 March 2020 at 05:45 PM by Amanda Wigg (Principal) |  |  | | --- | | The 2019 Annual Report to the school community:   * has been tabled and endorsed at a meeting of the school council * will be publicly shared with the school community. | | Attested on 24 March 2020 at 03:09 PM by Kate Major (School Council President) |  |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)). * The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*. | | Attested on 13 March 2020 at 05:45 PM by Amanda Wigg (Principal) |  |  | | --- | | The 2019 Annual Report to the school community:   * has been tabled and endorsed at a meeting of the school council * will be publicly shared with the school community. | | Attested on 24 March 2020 at 03:09 PM by Kate Major (School Council President) | |  |

**About Our School**

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| School context |
| Roberts McCubbin Primary School, located in Box Hill South, offers a caring and engaging learning environment for it's students.  VISION  At Roberts McCubbin Primary School, there is a commitment to ensuring we maintain a school where there is shared and consistent pedagogical language and understanding across the whole school. Staff will explicitly articulate shared expectations and teaching strategies and approaches which will be evidenced in all areas of the school’s organisation. There will be continued dialogue about teaching and learning in a community rich in reflection and collaboration. To create this vision Roberts McCubbin Primary School is committed to providing: • leadership which is instructionally focused, interpersonally strong, futures orientated and strategically driven • professional learning teams which lead in questioning, reflecting on and nurturing excellence at all levels of learning • teachers who are familiar with differentiated learning strategies and best practice in the teaching of literacy, numeracy and other curriculum areas through an inquiry based approach to learning  • strategically planned and supported professional growth based on the school’s strategic focus and needs • students who understand and talk about their learning styles, goals and strategies • meetings which focus on sharing teaching and learning experiences and practice,  • problem solving and effective planning • a school community which is informed and supports the value of learning • an environment that promotes an optimism about learning, striving for excellence and • reaching potential, with a firm commitment to celebration VALUES The school has developed a shared and aligned set of beliefs and understandings that underpin all aspects of the school. All children need to feel safe and happy at school and have the opportunity to reach their full potential. Learning is greatly enhanced when children: • are supported by developmentally appropriate practice, matching their learning needs to their individual rate of development • are actively engaged in a variety of learning experiences • develop a positive self-esteem by experiencing success and knowing that their efforts are valued • are encouraged to solve problems and be comfortable ‘risk takers’ • learn in a stimulating, attractive and supportive environment, where parent involvement is encouraged and celebrated • are exposed to a variety of learning styles • work in cooperation and respect the rights of others Our 6 School Core Values are: Creativity, Endeavour, Respect, Trust, Honesty & Friendliness PURPOSE - To improve student growth in literacy - To improve student growth in numeracy - To empower students to become self-regulated learners  Why is this important? (rationale) It is evident through the analysis of data that there is room for improvement in key aspects of literacy and numeracy learning outcomes for students from F-6. We recognise however that students are more than test scores, therefore a focus on student leadership, voice, agency and well-being will ensure we are developing a community of flourishing young people.  What are you prioritising? How will the Strategic Plan unfold over 4 years? (focus) • English and Mathematics, particularly improving learning growth • High Impact Teaching Strategies • Curriculum planning based on Victorian Curriculum • Student voice and agency.  WORKFORCE COMPOSITION Our staffing profile is very experienced, with all teaching staff falling within the bands above graduate. Our school traditionally has very low movement of staff from year to year. In 2019 we had two part time staff move on to explore other opportunities, no new staff have been employed for the 2020 school year at this stage. We offer a specialist program including PE, Performing Arts, Visual Arts and Japanese. To support the Professional Practice days for teaching staff, all students also participate in a day of Robotics once per term. We have a large group of Education Support staff supporting our students on the Program for Students with Disabilities. Our reputation as an inclusive school is something we are exceptionally proud of.  LOCATION, DEMOGRAPHICS AND SIZE Our school is located in Box Hill South. Although we have large groups of around 70 students in our upper primary years, we have in recent years had Foundation intakes in the high 40s. Despite this, our total enrolments have stabilised at around 400 students for 2019 and 2020. We have a multicultural population, including a large number of students from a Chinese background. In addition to classroom supports, we have an EAL specialist who also supports our students for whom English is an additional language. |
| Framework for Improving Student Outcomes (FISO) |
| In 2019, the school focused on the following Key Improvement Strategies, related to the FISO dimensions of Building practice excellence, Evaluating impact on learning, Curriculum planning and assessment: - Build a Professional Learning Culture to develop leadership and teacher capability, responsibility and accountability. - Refine and embed school wide practices to collect, analyse and use data to inform teaching practice. - Build a curriculum plan that integrates learning areas and capabilities, pedagogy and assessment. - Build teacher knowledge and skills in data literacy. - Build a curriculum plan that integrates learning areas and capabilities, pedagogy and assessment. - Develop a whole school understanding of student voice, agency and leadership. - Build teacher capacity to assist students to set aspiration goals that are monitored and evaluated independently These KIS were in support of our broader SSP goals of: - To improve student learning growth in Literacy - To improve student learning growth in Numeracy - To empower students to become self-regulated learners  To support all of the above, a Learning Specialist was appointed to support our Literacy work in particular. We also devoted significant time and investment into the PLC initiative. We worked closely with regional PLC leader Hollie Kane, as well as with Education Improvement Leader, Shirley Allison. All PLC leaders attended a total of two full days professional learning with Hollie Kane and Shirley Allison worked with our Learning Specialist, Anne Seymour, throughout 2019. In 2019, a further two staff members completed the Networks Leading Literacy program and a group of six leaders participated in the Inspire program for high-potential leaders. |
| Achievement |
| Whole staff and PLC level unpacking of HITS - priority of Learning Walks. All staff had a HITS related PDP goal. Evidence can be seen in meeting minutes, planning documents and staff PDPs. SIT team have completed a whole school curriculum plan document Together with NEVR EIL Shirley Allison and Learning Specialist Anne Seymour, an instructional model was devised through staff professional learning and has been implemented in classrooms. Learning Walks have focused on IM implementation in term 4. Learning Specialist led whole school staff PL on a model for writing. All staff have a PDP goal related to Literacy learning PLC Leaders have planned with Hollie Kane and attended Professional Learning throughout 2019, have implemented a school wide PLC FISO improvement cycle, evidenced through meeting agendas, meeting minutes and professional readings. All year levels have reading data walls that are regularly reviewed at PLC meetings to track student progress Whole staff and PLC level unpacking of HITS - priority of Learning Walks. All staff had a HITS related PDP goal. Evidence can be seen in meeting minutes, planning documents and staff PDPs. SIT team have completed a whole school curriculum plan document Together with NEVR EIL Shirley Allison and Learning Specialist Anne Seymour, an instructional model was devised through staff professional learning and has been implemented in classrooms. Learning Walks have focused on IM implementation in term 4. All students in the school have explored creating and refining learning goals, seen in classroom displays, on student desks, through asking students to share their goals. PLC Leaders worked with Hollie Kane to set up PLC structures - with data at the centre of all PLC meetings All students have mathematical goals that are devised with students and regularly reviewed. Mathematical progress is tracked at a classroom level with Essential Assessment, which is then used to inform goals All staff have PDP goals related to data and assessment NAPLAN data has been analysed, shared, discussed and reflected on at every level Evidence can be seen in meeting minutes, PLC agendas and minutes Goals can be seen in classrooms and students are regularly able to articulate goals on learning walks Whole staff and PLC level unpacking of HITS - priority of Learning Walks. All staff had a HITS related PDP goal. Evidence can be seen in meeting minutes, planning documents and staff PDPs. SIT team have completed a whole school curriculum plan document. Maths team have created maths specific curriculum planning documentation. All staff have a PDP goal related to numeracy learning and using assessment data PLC Leaders have planned with Hollie Kane and attended Professional Learning throughout 2019, have implemented a school wide PLC FISO improvement cycle, evidenced through meeting agendas, meeting minutes and professional readings. |
| Engagement |
| Student Voice and Agency have become part of the classroom vernacular across the school. Student voice team which regularly meets with leader. Unpacked and shared the ATSS.  Students developing personal learning goals which are viable and accessible and used to reflect. The Student Engagement Survey produced encouraging results, including more than 90% endorsement in Stimulated Learning, as well as encouraging growth in the key areas of student voice and agency. We work with all identified students and families at risk of low attendance. We form SSGs and devise IEPs for any student who has missed an above average number of days at school. Attendance plans are created with families to help get students to school, including in some cases staff members collecting children from home in the morning (with parent permission). |
| Wellbeing |
| The school continues to be a system leader in our implementation of the Resilience, Rights and Respectful Relationships program. We have regular buddy activities across the school and all classes work through the RRRR program as part of their weekly classroom program. RRRR supports our culture as a school and is woven into all our our activities. In 2019, all staff received disclosure training, as well as participating in a Professional Learning activity related to RRRR, led by Kate Major of Firbank Grammar School. In order to support our staff understanding of our first nations people, we dedicated a curriculum day to Cultural Understanding and Safety Training, led by KESO Seth Nolan, supported by Victorian Elder, Aunty Daphne. |
| Financial performance and position |
| Roberts McCubbin Primary School is in a healthy financial position. The school applies a planned and tactical approach to program budgets, revenue and expenditure which is monitored closely to ensure funds and resources are implemented to guarantee maximum impact on students and learning as well as providing a safe and engaging environment for all students from Foundation to Year 6.  At Roberts McCubbin Primary School we are privileged to have a supportive community who contributes to the following: \*95% of families contributing to classroom supplies and curriculum materials \*95% of families contributing to the First Aid Officer \*97% of families contributing to Grounds Donations There are ongoing donations from families to the Library and Building Funds  \*Equity Funding received in 2019 was used for Staff Professional Learning which in turn benefited all students at the different levels.  Inclusion Boost money received in 2019 was spent supporting students with special needs and Out of Home Care, providing specific resources, aids and classroom equipment \*The purpose of the additional Commonwealth Government Funding Roberts McCubbin Primary School received, went into accommodating a high number of Preservice Teachers from various Universities. The benefits of supporting, and guiding the learning of Preservice Teachers has seen improved teaching and learning practices across the school.  \*Fundraising initiatives via the PFA have been used to prepare for a whole school grounds upgrade to improve play areas and shading in the school. \*In 2020 we will continue to strategically plan for budgets and programs and move forward with the Grounds Improvement Master Plan in order improve and update he school grounds. Our management of finances will also continue to support our programs including ICT, classroom resources and funds for approved Program Budgets. |
| **For more detailed information regarding our school please visit our website at** [**https://robmacps.vic.edu.au/**](https://robmacps.vic.edu.au/) |

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **Similar School Comparison**  A similar school comparison rating of ‘Above’ indicates this school records ‘less’ absences than expected, relative to the similar schools group with similar characteristics. A rating of ‘Below’ indicates this school records ‘more’ absences than expected. | | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  | |  | | --- | | Few absences <------> Many absences | |  | |  |  |  | |  |  |  | |  |  |  | |  | |  | | --- | | Few absences <------> Many absences | |  | |  |  |  | | | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  | |  | |  | | --- | | Average 2019 attendance rate by year level: | | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 94 % | | |  | | --- | | 93 % | | |  | | --- | | 91 % | | |  | | --- | | 94 % | | |  | | --- | | 94 % | | |  | | --- | | 92 % | | |  | | --- | | 93 % | | |  | |  |  |  | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  | | --- | | Similar school comparison not available | |  | |  |  |  | | |  |  | |  |  |  |  | | | | | |  | |  |  |  |  |  |  | | |  | | | |  |

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High Yield Investment Account | $317,381 | | Official Account | $17,855 | | Other Accounts | $102,224 | | **Total Funds Available** | **$437,460** | | | |  |  | |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | | |  | | --- | | $3,231,516 | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $339,465 | | Government Grants Commonwealth | $24,925 | | Revenue Other | $14,139 | | Locally Raised Funds | $645,121 | | | | | | | | | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | | | |  |  |  | |  | | --- | | **$4,255,165** | | | | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $16,006 | | | | | | | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$16,006** | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | |  | |  | | --- | |  | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $143,519 | | Provision Accounts | $10,447 | | Funds Received in Advance | $153,483 | | School Based Programs | $114,030 | | Capital - Buildings/Grounds < 12 months | $44,777 | | Maintenance - Buildings/Grounds < 12 months | $14,703 | | **Total Financial Commitments** | **$480,960** | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | |  | |  | | --- | | $3,054,090 | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $1,391 | | Communication Costs | $3,062 | | Consumables | $89,600 | | Miscellaneous Expense³ | $240,556 | | Professional Development | $11,885 | | Property and Equipment Services | $182,036 | | Salaries & Allowances⁴ | $233,297 | | Trading & Fundraising | $86,931 | | Utilities | $53,300 | | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | | | |  |  | |  | | --- | | **$3,956,147** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | |  |  | |  | | --- | | **$299,018** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | **$18,902** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (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 26 February 2020 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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | | | |  | | | |  |

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The comparison measure takes into account the school’s socio-economic background of students, the number of non-English speaking students and the size and location of the school.  The Similar School Comparisonwill identify if a school’s result is ‘Similar’, ‘Above’, or ‘Below’ relative to the similar schools group with similar characteristics and is available for latest year data only. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | **What does ‘*Data not available’* or *'ND'* 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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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). | | | | | |  | |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | |  | | |  | | |  |