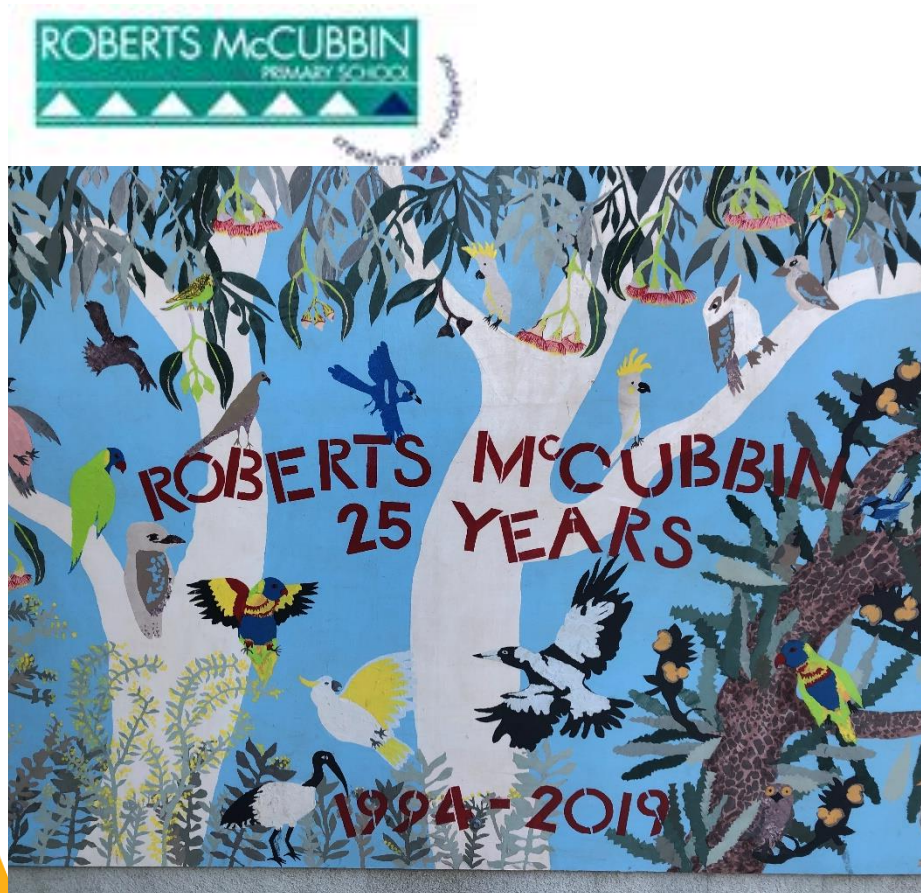


2020 Annual Report to The School Community



School Name: Roberts McCubbin Primary School (5419)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2020 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 26 April 2021 at 08:06 PM by Amanda Wigg (Principal)

The 2020 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 29 April 2021 at 09:14 AM by Kate Major (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Roberts McCubbin Primary School, located in Box Hill South, offers a caring and engaging learning environment for its 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
- professional learning and PLCs 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.

Obviously COVID-19 had a severe impact on our ability to meet the goals and strategies for 2020, leading to a focus on the state-wide catch-up priorities in the 2021 AIP.

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. No new staff were employed for the 2020 school year. 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 and low 50s. In 2020, total enrolments were just over 400 students.

We have a multicultural population, including a large number of students from a Chinese background. In 2020, just over 20% of our families spoke a language other than English at home. 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 2020, 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

In 2020, a group of three staff from Admin Leadership, Middle Leadership and Classroom Teaching completed the BASTOW Leading Literacy Program, with a further team due to participate in the program in 2021.

Framework for Improving Student Outcomes (FISO)

In 2020, the school planned to focus 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

In response to the challenges of the COVID-19 Pandemic, we narrowed our focus to concentrate on:

- Build a Professional Learning Culture to develop leadership and teacher capability, responsibility and accountability.
- To improve student learning growth in Literacy

In keeping with the unique nature of Remote Online Learning a focus on the SSP goal of empowering students to become self-regulated learners was prominent.

In 2020 we refined our leadership model, creating a two-tiered structure of School Improvement Team and Professional Learning Community Leaders. A PLC leader also joined the School Improvement Team to act as a link between the two groups.

In 2020, each PLC met weekly for a PLC based meeting, as well as participating in a timetabled 100 minute Collaborative Planning session. Both of these meetings were able to continue weekly throughout Remote and Flexible Learning.

Achievement

In line with our School Strategic Plan goals of improving learning growth in literacy and numeracy for each student, we continued to prioritise these areas during 2020, both in periods of on and off-site learning. Upon moving to remote and flexible learning, our staff quickly adapted to new ways of teaching and learning, utilising the school's 1:1 iPad program along with DET Webex accounts to allow the continuation of modified face-to-face teaching. By the second long-term period of remote and flexible learning, all teachers were offering daily small group teaching focuses. Specialist teachers, Education Support Staff and Pre-service Teachers all conducted 1:1 and small group teaching with students identified as being at risk of disengagement or falling behind.

An unexpected benefit of remote and flexible learning was the opportunity for some of our more vulnerable students to attend on-site and therefore receive a much more targeted program to support their needs and growth than would have been possible in a normal classroom setting.

In terms of learning growth, teacher judgements at the end of 2020 indicated that the vast majority of students had maintained learning growth in the key areas of literacy and numeracy, although we have identified students who did not make a full 12 months growth in preparation for the tutor learning initiative of 2021.

A number of our student were identified to participate in the DET High Ability Learners Program to participate in extension master classes throughout Term 4. Students on the Program For Students With Disabilities were supported by both class teachers and Education Support Staff throughout 2020, with all students achieving progress against their Individual Educational Programs (IEPs) across 2020.

Engagement

We are proud of the maintenance of student engagement at Roberts McCubbin Primary School in 2020 despite the challenges of the COVID-19 Pandemic. This was achieved through a number of different methods, not least of which was the approach of our teaching and support staff to remote and flexible learning. During these periods, staff engaged with students through Webex video-conferencing software as well as through phone calls when necessary. Weekly programs were maintained on the RMPS Home Learning Portal to ensure that parents were able to quickly and easily access the required work for each week, including specialist programs.

PLCs continued to meet weekly during remote and flexible learning to plan consistently for student engagement and learning and to identify students who may have disengaged. CRTs were employed for on-site learning so teachers could continue to run their daily literacy and numeracy programs, engage in class Webex and small group focused teaching.

Specialist teachers and education support staff also supported identified students who were at risk from disconnecting with learning, through 1; 1 teaching or in small groups.

We also had a large number of students from vulnerable backgrounds attend the on-site program each day throughout remote learning to ensure that they remained able to access their learning and supports. We provided to any families who requested them to ensure that access to learning was available for all families.

Parent Opinion Survey data for 2020 indicated our success in terms of student engagement, with the factor "stimulating

learning environment" growing by 8% positive endorsement in 2020 to 83%, a figure well above our similar and network school cohorts. We maintained strong results in the factor "student motivation and support", achieving a slightly higher result than 2019 and remaining above similar and network schools.

Wellbeing

Aligned with our key focus areas of literacy and numeracy student wellbeing continues to be a priority at RMPS. Despite the challenges of COVID in 2020, student wellbeing remained a focus and with ongoing improvement reflected in our Parent Opinion Survey, especially in communications. Weekly communications were sent to families, with updates and advice supporting students and families during COVID, adapting to the ongoing COVID restrictions and expectations. School Communication grew by 10% for the 2019 score, with our positive endorsement of 93% being 11 % above our similar school cohort. Teacher Communication also improved with a positive 8% above our similar school cohort and a negligible result in terms of negative response to teacher communication.

In 2020 we continued to promote a positive learning environment for all students, despite COVID, launching our 'Learning at Home' Portal in the first week of remote and flexible learning. Students were able to access literacy and numeracy tasks, as well as daily specialist activities (art, performing arts, Japanese, robotics and PE). Students had agency and choice in some of their learning including wellbeing activities which incorporated art, health tasks, exercise and leisure choices.

We continued to work with families to ensure students were continuing to learn and engage during remote and flexible learning. Students were required to check in each day through our Showbie App, attend daily Webex workshops with their teachers and small group sessions. Students who were absent received calls from their class teacher or school leadership. Education Support staff checked in regularly with students working remotely who were at risk of disengaging.

Vulnerable students and families, were identified and asked to attend onsite learning at school daily. CRTs, Education Support staff and Preservice teachers provided extra support for these students, in small group sessions in literacy and numeracy.

In Term 4, we had a very positive return to school for our students. On the return we focused on three key areas of 1. Literacy, 2. Numeracy and 3. Student Wellbeing, with agreed expectation that was to be an essential part of the daily teaching and learning for all students.

Through assessment, the identification and analysis of data and PLC discussions we began to start identifying students for the 2021 Tutor Learning Initiative.

Financial performance and position

Roberts McCubbin Primary School maintained a sound financial position throughout 2020. The Roberts McCubbin Primary School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position Report for the year ending 31st December 2020 was \$301,014.

This surplus was due to Covid-19 restrictions that reduced entry to the school by students, staff and contractors which in turn significantly reduced expenditure for the year. The surplus has been carried forward and budgeted in the new school year.

There was also a significant reduction to revenue due to lockdown restrictions stopping fundraising and the hiring of school facilities. This also reduced expenditure associated with this revenue.

The school received Equity funding of \$20,741 that was used for additional staffing during remote and flexible learning to support students in need with the teaching of literacy and numeracy.

For more detailed information regarding our school please visit our website at
<https://robmacps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 407 students were enrolled at this school in 2020, 168 female and 239 male.

25 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

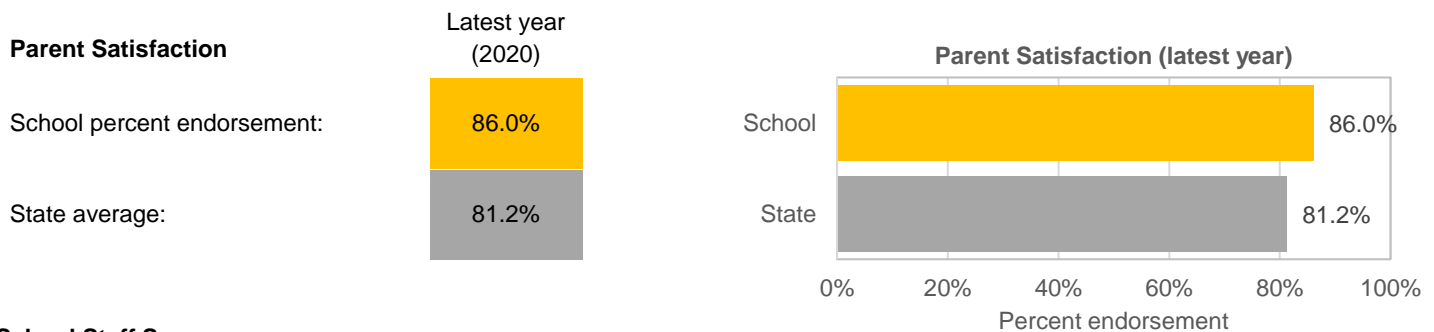
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

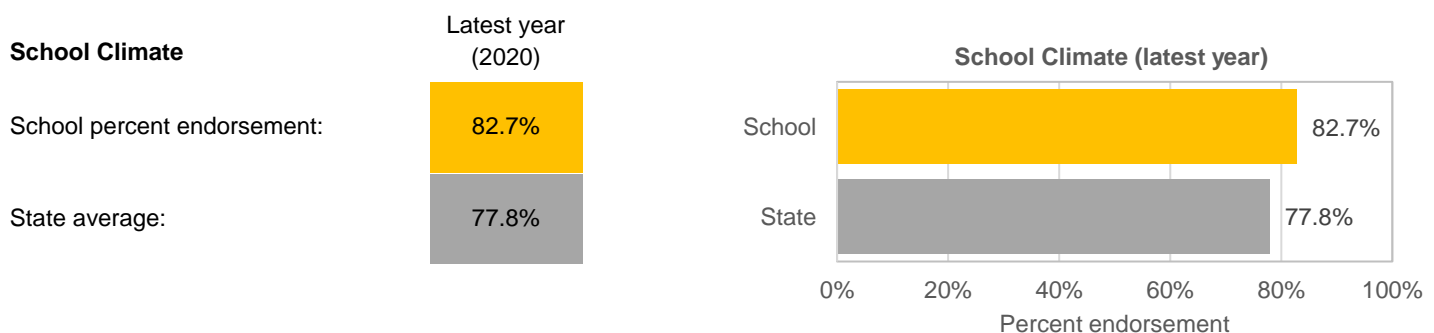


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

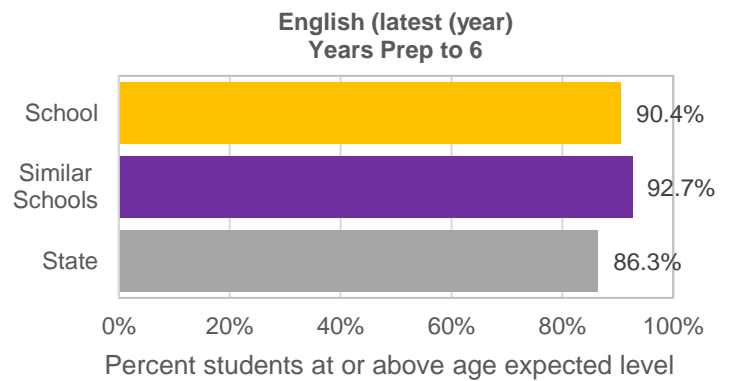
90.4%

Similar Schools average:

92.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

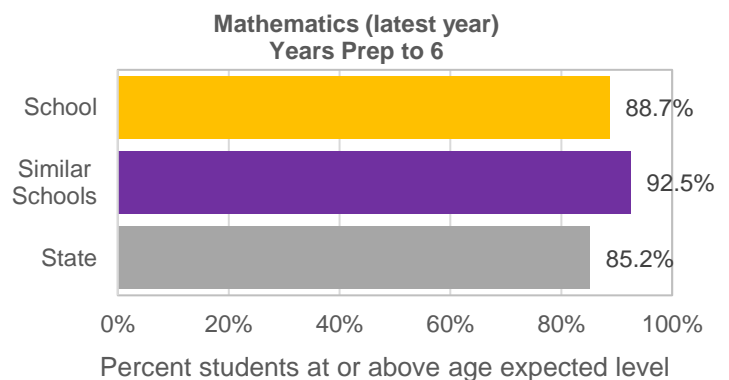
88.7%

Similar Schools average:

92.5%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

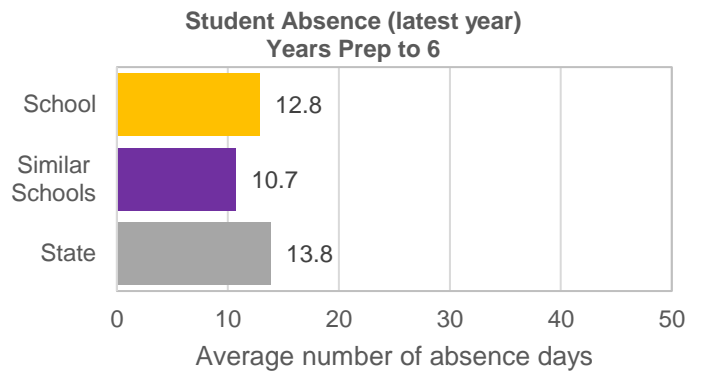
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.8	13.3
Similar Schools average:	10.7	13.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	93%	94%	92%	95%	94%	93%

WELLBEING

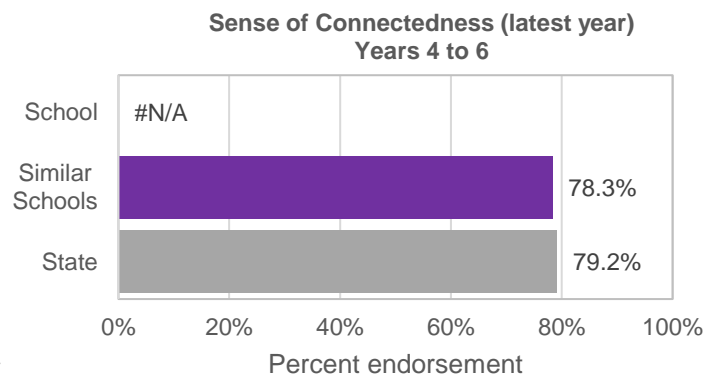
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	92.6%
Similar Schools average:	78.3%	80.9%
State average:	79.2%	81.0%



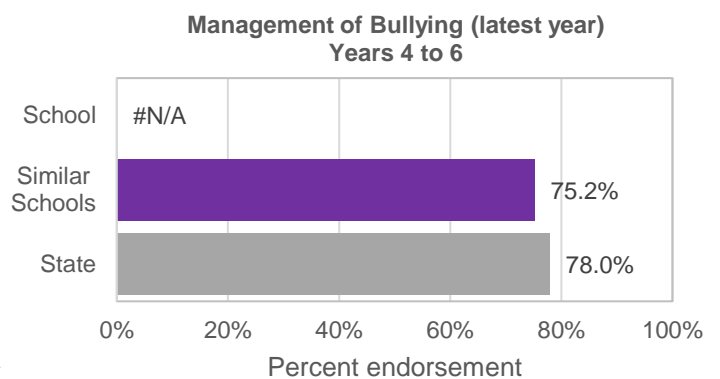
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	93.2%
Similar Schools average:	75.2%	79.2%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,357,919
Government Provided DET Grants	\$428,383
Government Grants Commonwealth	\$22,048
Government Grants State	NDA
Revenue Other	\$10,108
Locally Raised Funds	\$333,258
Capital Grants	NDA
Total Operating Revenue	\$4,151,715

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,741
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$20,741

Expenditure	Actual
Student Resource Package ²	\$3,157,448
Adjustments	NDA
Books & Publications	\$6,197
Camps/Excursions/Activities	\$11,379
Communication Costs	\$4,223
Consumables	\$100,901
Miscellaneous Expense ³	\$31,506
Professional Development	\$9,800
Equipment/Maintenance/Hire	\$62,326
Property Services	\$129,574
Salaries & Allowances ⁴	\$242,641
Support Services	\$31,224
Trading & Fundraising	\$22,520
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$176
Utilities	\$40,786
Total Operating Expenditure	\$3,850,701
Net Operating Surplus/-Deficit	\$301,014
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$377,497
Official Account	\$71,103
Other Accounts	\$103,519
Total Funds Available	\$552,118

Financial Commitments	Actual
Operating Reserve	\$103,847
Other Recurrent Expenditure	NDA
Provision Accounts	\$10,087
Funds Received in Advance	\$150,193
School Based Programs	\$121,162
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$117,500
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$45,344
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$548,134

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.