**2021 Annual Report to**

**The School Community

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

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| * 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/%22%20%5Ct%20%22_blank)).
* 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 2021 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 22 March 2022 at 04:04 PM by Amanda Wigg (Principal) |

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| * This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community
 |
| Attested on 28 April 2022 at 04:58 PM by Jennifer Buxton (School Council President) |

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How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

The ‘About our school’ commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

**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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

‘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 disabilities 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**

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| School context |
| Roberts McCubbin Primary School, located in Box Hill South, offers a caring and engaging learning environment for our students.At Roberts McCubbin Primary School, we are committed to maintaining a school where there is shared and consistent pedagogical language and understanding across the whole school. Staff explicitly articulate shared expectations, teaching strategies and approaches which are evident in all areas of the school.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.Our 6 School Core Values are: Creativity, Endeavour, Respect, Trust, Honesty & FriendlinessIn 2021, our enrolment was 370 students, featuring 3 Foundation classes, 5 classes at Years 1/2, 4 classes at Years 3/4 and 5 classes at Year 5/6. The School'’s SFOE is 0.1518. The staffing profile is made up of 1 Principal, 1 Assistant Principal, 1 Learning Specialist, 21.6 FTE Teaching Staff, 2.89 FTE Education Support Staff and 1 Business Manager. |
| Framework for Improving Student Outcomes (FISO) |
| In 2021, Roberts McCubbin Primary School focused on the implementation of Key Improvement Strategies related to the FISO dimension of Building Practive Excellency and Evaluating Impact on Learning. This included:- Introduction of new Literacy Learning Specialist, and a re-alignment of pedagogical approaches to better enable a focus on phonics from Foundation onwards. Three members of the leadership team completed the Bastow Leading Literacy Course- COVID19 and the prolonged periods of remote and flexible learning prompted a re-evaluation of our whole school approaches and curriculum delivery. COVID19 impacted our ability to deliver the KIS as planned, however many aspects of our remote learning programs can still be seen in day-to-day classroom programs.- Despite the disruptions of COVID, our Parent Opinion Survey data remained at levels above both network and similar schools. Student Attitudes to School Survey results dipped a little in 2021, however remain above state, network and similar schools. |
| Achievement |
| Our successes through the remote learning periods of 2020 carried on in 2021. When remote and flexible learning resumed in 2021, our staff were ready and willing to transition between remote and face-to-face teaching throughout the year. This was achieved through a team-based approach, underpinned by PLC practices, with our online portal and interactive resources enabling high level teaching and engagement. In response to community feedback, delivery of our remote and flexible learning programs evolved and improved throughout the year, particularly through increases in the amount of live remotely delivered teaching, in both classroom and specialist program.We enthusiastically welcomed a large number of students on-site for their learning, reflecting both the large number of families of essential workers and a significant number of vulnerable students.Our implementation of the Tutor Learning Program was very successful, with a number of students receiving evidence-based, intensive instruction throughout the year.Classroom ES staff worked together with teaching staff, both on-site and through remote and flexible learning programs. |
| Engagement |
| In 2021, Roberts McCubbin Primary School had less absences per student than other schools in our network, many less than the regional average, similar schools and the state of Victoria. Students with concerning levels of absence were analysed and strategies implemented to increase attendance implemented where possible. Our absences in 2021 were impacted by extended family holidays, long term illnesses and the impact of COVID isolation periods.School refusal was proactively responded to by both teachers and leadership, including being an IEP goal where appropriate. One family unfortunately disengaged entirely with school in 2021, did not respond to attempts to contact them. This family has since left our area and enrolled elsewhere. |
| Wellbeing |
| As a lead school in the Rights, Resilience and Respectful Relationships program, Roberts McCubbin Primary School was well placed to support our students through the uncertainty that 2021 presented. Our RRRR team lead a Community of Practice, helping a selection of schools in the east of Melbourne to implement some of the excellent programs we have had success with in recent years.During COVID lockdowns and in the time in between, the wellbeing of students was prioritised in team planning each week. Each class began their daily Webex meeting with a check-in, and staff ensured that they were available to students as much as possible for wellbeing discussions, not just academics. As the lockdowns progressed, some 'fun Friday' activities were introduced to lighten the mood each week, which were always well attended. In response to parent feedback about the impact of asynchronous work on working families, teams introduced further synchronous work in the form of additional live Webex classes (including specialists). Education Support staff made weekly, often daily, contact with many vulnerable families, and the school hosted a very large group of vulnerable students on site during remote learning periods, in addition to the children of essential workers. |
| Finance performance and position |
| 2021 summary: Roberts McCubbin Primary School maintained a sound financial position throughout 2021. The Roberts McCubbin Primary School Strategic Plan, along with the 2021 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 2021 shows a small Net Operating Deficit of $25,334. This deficit is only 0.64% of total revenue for the year. Last year’s Net Operating Surplus was $301,014. The deficit was planned, with additional funds from last year’s surplus used to support learning outcomes. Again in 2021 there was also a 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 $23,184 that was used for additional staffing during remote and flexible learning to support students in need with the teaching of literacy and numeracy. |

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 375 students were enrolled at this school in 2021, 176 female and 199 male.

26 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).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage, a ‘High’ band represents a high level of socio-educational disadvantage.

This school’s SFOE 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.

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| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 86.1% |
| State average (primary schools): | 81.8% |

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.

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| **School Climate** | Latest year (2021) |
| School percent endorsement: | 81.9% |
| State average (primary schools): | 75.8% |

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.

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| **English****Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 91.1% |
| Similar Schools average: | 92.9% |
| State average: | 86.2% |

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| **Mathematics****Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 91.2% |
| Similar Schools average: | 92.5% |
| State average: | 84.9% |

ACHIEVEMENT (continued)

***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.***

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

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| **Reading****Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 86.0% | 82.6% |
| Similar Schools average: | 87.7% | 87.5% |
| State average: | 76.9% | 76.5% |

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| **Reading****Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 80.4% | 80.3% |
| Similar Schools average: | 84.6% | 82.2% |
| State average: | 70.4% | 67.7% |

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| **Numeracy****Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 80.4% | 78.9% |
| Similar Schools average: | 81.6% | 83.5% |
| State average: | 67.6% | 69.1% |

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| **Numeracy****Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 77.8% | 72.9% |
| Similar Schools average: | 80.0% | 77.7% |
| State average: | 61.6% | 60.0% |

ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all ‘similar’ Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as ‘High’; middle 50 percent is ‘Medium’; bottom 25 percent is ‘Low’.

 **Learning Gain**

 **Year 3 (2019) to Year 5 (2021)**

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|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 35% | 35% | 30% | 30% |
| Numeracy: | 12% | 44% | 44% | 33% |
| Writing: | 15% | 49% | 37% | 29% |
| Spelling: | 29% | 39% | 32% | 29% |
| Grammar and Punctuation: | 24% | 37% | 39% | 31% |

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 and 2021 may have been influenced by COVID-19.

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| **Student Absence****Years Prep to 6** | Latest year (2021) | 4-year average |
| School average number of absence days: | 12.6 | 13.2 |
| Similar Schools average: | 10.9 | 12.3 |
| State average: | 14.7 | 15.0 |

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2021): | 93% | 95% | 94% | 96% | 92% | 92% | 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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 82.5% | 89.4% |
| Similar Schools average: | 80.3% | 80.2% |
| State average: | 79.5% | 80.4% |

*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 86.4% | 90.2% |
| Similar Schools average: | 78.6% | 78.5% |
| State average: | 78.4% | 79.7% |

*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $3,209,695 |
| Government Provided DET Grants | $326,330 |
| Government Grants Commonwealth | $42,633 |
| Government Grants State | $0 |
| Revenue Other | $7,497 |
| Locally Raised Funds | $385,416 |
| Capital Grants | $0 |
| Total Operating Revenue | **$3,971,571** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $23,184 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$23,184** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $3,202,693 |
| Adjustments | $0 |
| Books & Publications | $4,793 |
| Camps/Excursions/Activities | $83,563 |
| Communication Costs | $3,681 |
| Consumables | $89,310 |
| Miscellaneous Expense 3 | $30,077 |
| Professional Development | $43,169 |
| Equipment/Maintenance/Hire | $52,236 |
| Property Services | $52,943 |
| Salaries & Allowances 4 | $217,595 |
| Support Services | $84,865 |
| Trading & Fundraising | $94,693 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $37,288 |
| Total Operating Expenditure | **$3,996,905** |
| Net Operating Surplus/-Deficit | **($25,334)** |
| Asset Acquisitions | **$54,744** |

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 24 Feb 2022 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 2021

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $238,014 |
| Official Account | $13,651 |
| Other Accounts | $75,127 |
| Total Funds Available | **$326,792** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $124,512 |
| Other Recurrent Expenditure | $84 |
| Provision Accounts | $9,533 |
| Funds Received in Advance | $10,487 |
| School Based Programs | $67,332 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $93,420 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $21,614 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$326,982** |

*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.*