

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 21 March 2025 at 09:46 AM by Peter Watson (Principal)

- As executive officer of the school council, I attest that this 2024 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 March 2025 at 01:29 PM by Peter Watson (Principal)

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Roberts McCubbin Primary School is located on the lands of the Wurundjeri People of the Kulin Nation, nestled in the quiet suburban streets of Box Hill South. Prior to 1994, the site was home to Box Hill South Primary School which was opened in the late 1920s. The school commenced in our current form as Roberts McCubbin Primary School in 1994 after the amalgamation of Box Hill South and Bennettswood Primary School. The new school name pays tribute to renowned artists Tom Roberts and Frederick McCubbin of the Heidelberg School, who used to camp and paint nearby at Gardiner's Creek.

Our 2024 enrolment was 316 students, with 5 International Student enrolments. Our percentage of families who speak a language other than English at home has stabilised in recent years, following a period of significant growth, to just under 29%.

Leadership consisted of a Principal and Assistant Principal, supported by a Numeracy Learning Specialist and a School Improvement Team featuring representatives from across the school and priority areas. The school has adopted strong Professional Learning Community practices, formed around year level teams. Teams plan collaboratively and undertake data-driven inquiries to enhance teaching and learning.

The school has a proud history of supporting and enhancing the wellbeing of students, with both student and parent surveys reflecting a cohort of students who are feeling happy, safe and stimulated to learn. We are a lead school in the Rights, Resilience and Respectful Relationships Program. In 2024, the school adopted the School Wide Positive Behaviour Support program, achieving a Blue Star - the highest available recognition in the first year of the program.

Our 2024 specialist program included Physical Education, LOTE (Japanese), STEAM (Science, Technology, Engineering, Arts and Mathematics), Visual Arts and Performing Arts. We offered an expanded Tutor Learning Initiative, with two staff delivering evidence-based tutoring to students throughout the school week.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 we continued our progress against the 2022-26 Strategic Plan Goals and Key Improvement Strategies (KIS). In English, we continued to focus on delivering a program designed around a committed focus on teaching students to read via a structured synthetic phonics approach, supported by an aligned Tutor Learning Initiative offering evidence-based interventions to students identified as requiring additional support. All staff in the F-2 area of the school were trained in the delivery of Macquarie University Initialit program, which was implemented throughout Semester 2. Semester 2 also saw the release of the Victorian Curriculum 2.0 - English, with staff Professional Learning supporting the implementation of these curriculum updates.

In Mathematics, a new Learning Specialist commenced, focused on improving Mathematics outcomes across all year levels. Supported by an Educational Improvement Leader from the Department of Education, staff were led through professional learning around planning quality sequences of Mathematics teaching and learning, with a scope and sequence document created to track content covered against the curriculum across the school. The Victorian Curriculum 2.0 - Mathematics was also released in 2024, with professional learning supporting staff to be prepared to teach and report against the updated curriculum from the beginning of the 2025 school year.

Supporting learning in all areas of the curriculum was a continued focus on a culture of Professional Learning Communities (PLCs). PLC Leaders were allocated weekly planning time, in which they set data and learning inquiries that were then carried out by PLC teams. Teaching teams continued to have weekly timetabled collaborative planning sessions of 100 minutes to ensure alignment of teaching across teams.

The School Performance Summary features some strengths and some areas to work on for our school. We are ahead of state averages in every NAPLAN measure and are likewise ahead of our Similar Schools cohort in every academic area except Reading achievement in Year 3 and some elements of the 2022 data listed in the School Performance Summary. Our teacher judgements are slightly behind our similar schools cohort, leading to a focus on moderation of all curricular areas as a professional learning focus in 2025.

Wellbeing

The Student Improvement Team at Roberts McCubbin Primary has been actively assessing school progress against our goals while driving improvements in student wellbeing. We ensure a strong alignment between our Annual Implementation Plan (AIP) goals and school-wide improvement strategies. Our school has well-established resources, partnerships, and processes that effectively support student learning and wellbeing.

Although our Student Attitudes to School Survey data remains consistently strong, our performance report indicates that, while still above the state-wide average, we have fallen behind similar schools in the "Sense of Connectedness" measure. To better understand this, we are collaborating with student representative bodies and the student voice team to explore potential contributing factors. Meanwhile, our results in the "Management of Bullying" survey factor remain highly positive, with our endorsement rating exceeding both similar schools and the state-wide average.

Roberts McCubbin Primary School upholds clear Student Engagement and Behaviour Management policies that are well understood across the school community. We have also embarked on implementing the School-Wide Positive Behaviour Support (SWPBS) framework to encourage positive behaviour and create a safe, consistent learning environment fostered by strong teacher-student relationships. As an inclusive school, we celebrate diversity through cross-level celebration days, athletics carnivals, peer support initiatives, buddy programs, and a deep respect for individual differences. This commitment positively influences student learning and wellbeing while ensuring all families feel welcome through the removal of barriers, goal adjustments, and strengthened learning outcomes.

High expectations for student learning and behaviour are embedded in our school values, policies, and student and parent-friendly Safe and Happy books. Our staff are currently implementing the Berry Street Education Model to establish a whole-school approach to trauma-informed practices, with a focus on enhancing students' social and emotional wellbeing. Staff members have

participated in three Berry Street workshops, equipping them with tools to embed structured routines in every classroom. Key elements, such as Ready to Learn plans, Welcome Circles, and Brain Breaks, have been gradually introduced. Because this model is trauma-informed, it particularly supports our most vulnerable students by providing them with self-regulation strategies and helping them express their emotions and wellbeing needs.

At Roberts McCubbin, we take a strategic and timely approach to evaluating students' diverse needs in collaboration with families and carers. Our students present with a range of additional academic, mental, psychological, and health needs, all of which are addressed through a Multi-Tiered System of Support across the school.

Engagement

At Roberts McCubbin Primary School, student engagement remains a top priority. Our students consistently demonstrate high levels of engagement across all learning environments, including classroom instruction, specialist lessons, and various school activities and events. This active participation not only enhances academic achievement but also fosters the social, emotional, and physical development of every student.

Student voice and agency are embedded in our classrooms through diverse leadership opportunities, empowering students to take an active role in their learning.

Our 2024 attendance was stronger than the state average, but slightly lower than similar schools; with our four year absence average level with similar schools. All students with extended unexplained absences were identified throughout the year and strategies put into place to help ensure the students remained engaged with school.

The following key focus areas, outlined in our 2024 Annual Implementation Plan, were identified as areas of strength-

- **Student Voice & Leadership:** Expanding student voice and agency initiatives, increasing parental engagement, and broadening student leadership roles through the Junior School Council and other leadership pathways to enhance student engagement.
- **Extension & Enrichment Programs:** Continuing to provide a range of programs and events, including Multicultural Day, Respectful Relationships Day, Buddy Day, the Student Voice Team, Purple Peer Support leaders, and the Young Leaders Leadership Day.
- **Inclusive & Culturally Safe Practices:** Fostering a safe, welcoming, and inclusive learning environment where students are encouraged to embrace individual differences, take risks, and express themselves. We are committed to enhancing culturally safe practices, with a particular focus on Indigenous safety through our Indigenous Reconciliation day of action.
- **Evidence of Engagement:** Engagement is demonstrated through various professional practices, including structured professional development, the implementation of an instructional teaching model, staff performance development processes, and comprehensive curriculum planning.
- **Targeted Support & Interventions:** Strengthening academic and social-emotional engagement through Whitehorse and Department funding for Tier 2 interventions, such as

PAWS, MAT and Social Stencil programs, MiniLit and MacqLit literacy support, and targeted numeracy intervention strategies.

At Roberts McCubbin Primary School, we remain dedicated to fostering an inclusive, dynamic, and engaging learning environment that supports the growth and success of all students.

Financial performance

2024 saw some significant investments in playground items, academic programs and teaching supports beyond our core funding, however through careful budget management, we still managed to finish the school year with an operating surplus roughly equal to what was projected in the indicative and confirmed cash budgets.

We were able to deliver on a new playground structure that had seen significant community fundraising across recent years, at a cost of just under \$100,000. We again prioritised painting projects across the school as part of what will become a rolling schedule of painting once all key areas have been painted. Aligned with our focus on phonics-based reading instruction that has been in place for around 3 years, in 2024 we invested in Macquarie University's Initialit program; training all Foundation to Year 2 staff and fully resourcing this program.

Our library fund contributions were strong yet again, allowing us to not only re-stock the library with quality literature, but also to provide a new set of decodable readers for students to use to support reading instruction in the first three years of school.

The Department of Education, through Emergency Maintenance Program funding, provided a much needed replacement of heating and cooling infrastructure for the Devon Street building, housing more than two thirds of our classrooms. This significant project was completed at no cost to the school and has made a significant difference to the comfort of our students and staff in both hot and cool conditions.

**For more detailed information regarding our school please visit our website at
www.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 2.0 (FISO 2.0).

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 318 students were enrolled at this school in 2024, 169 female and 149 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).

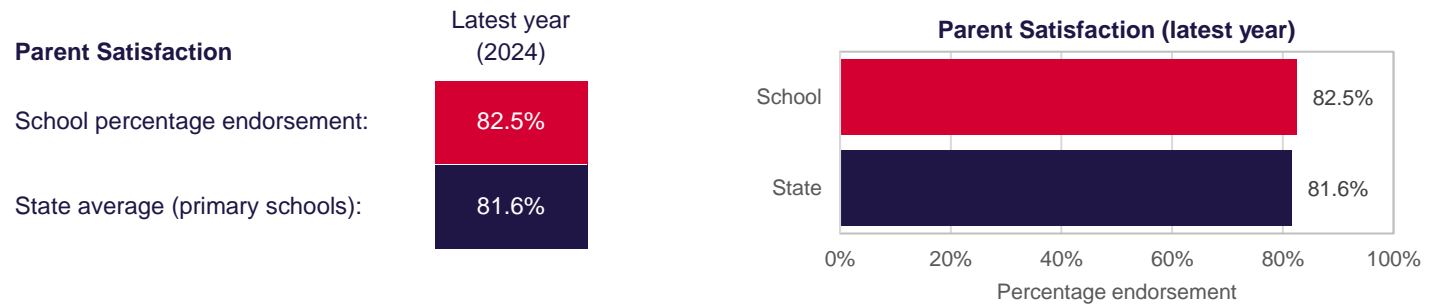
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

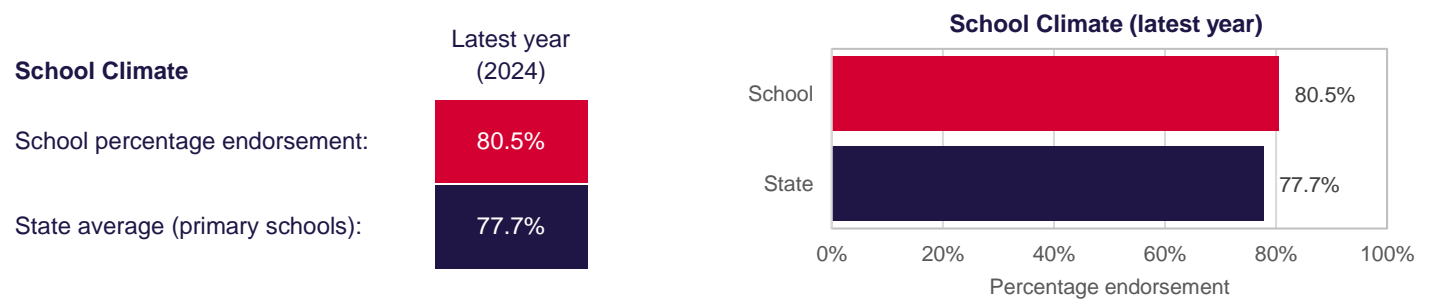


School Staff Survey

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.

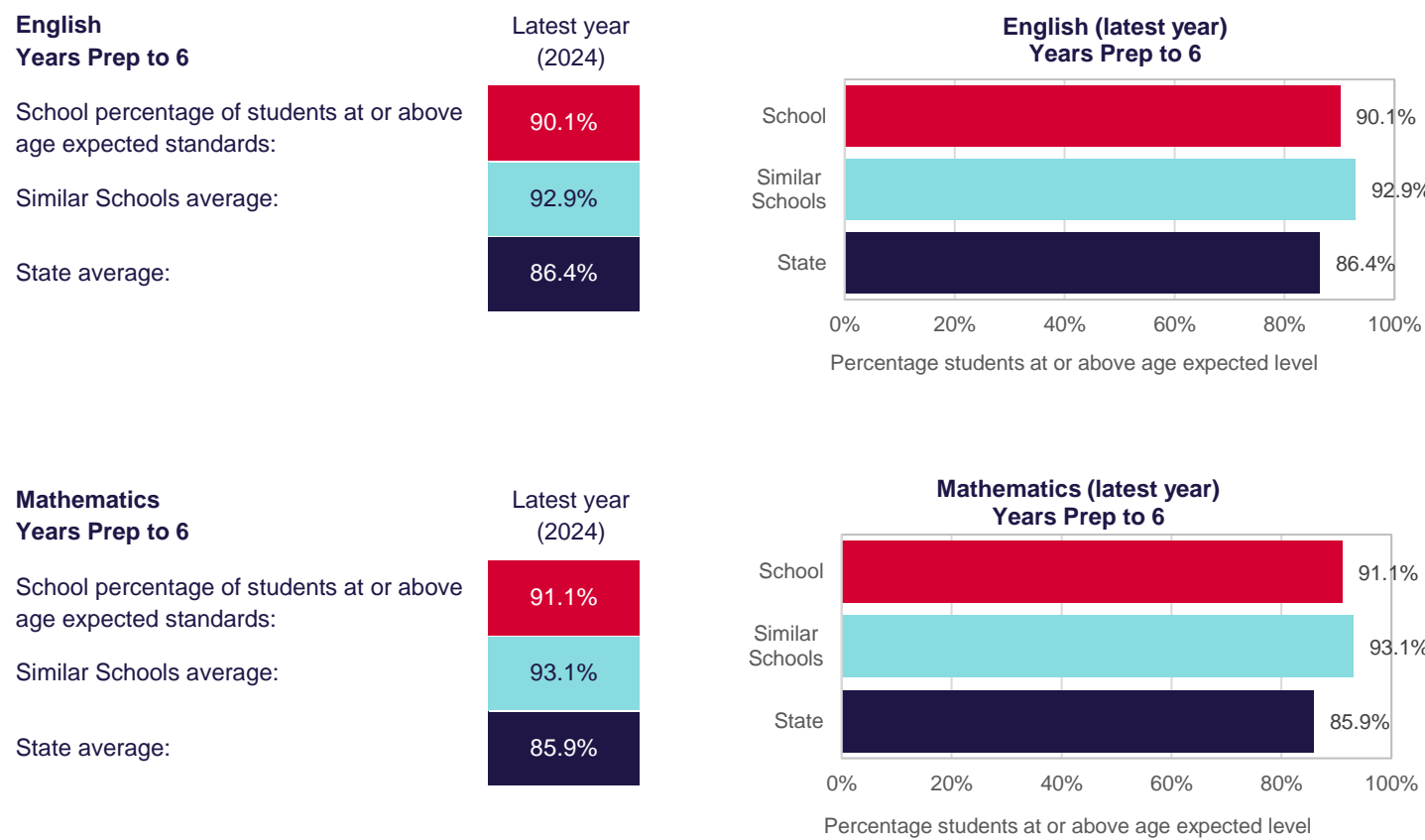


LEARNING

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 against the Victorian Curriculum

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



LEARNING (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.

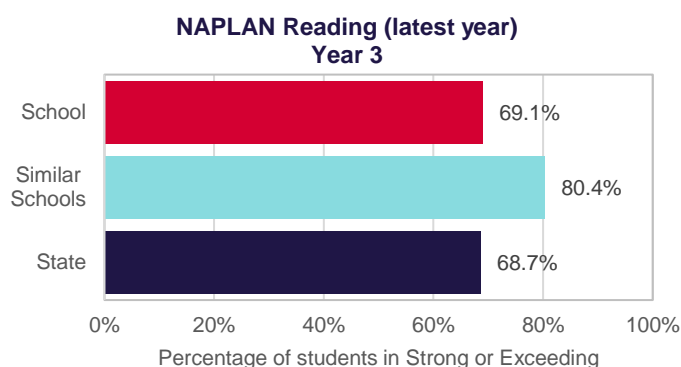
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

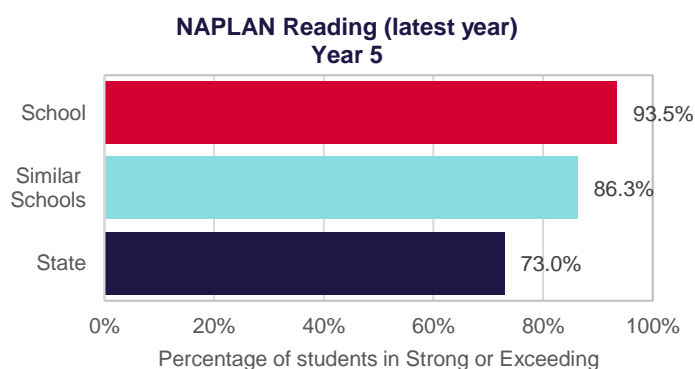
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.1%	71.7%
Similar Schools average:	80.4%	81.7%
State average:	68.7%	69.2%



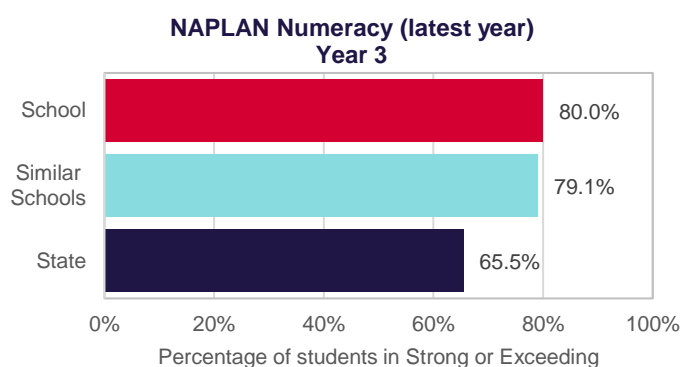
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.5%	91.9%
Similar Schools average:	86.3%	87.5%
State average:	73.0%	75.0%



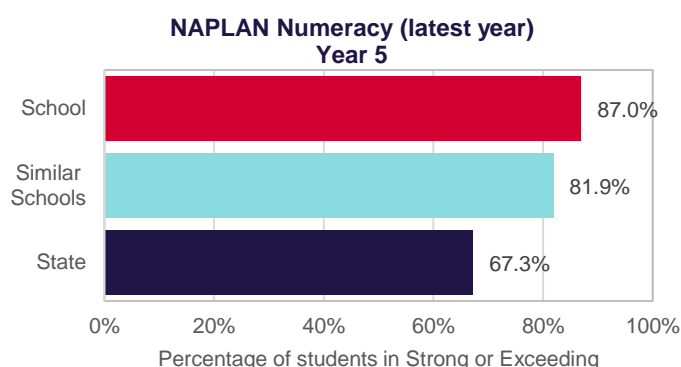
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.0%	78.8%
Similar Schools average:	79.1%	80.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.0%	88.9%
Similar Schools average:	81.9%	82.1%
State average:	67.3%	67.6%



LEARNING (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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

90.0%

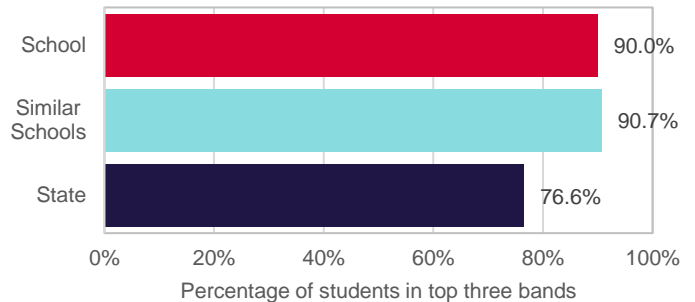
Similar Schools average:

90.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

78.4%

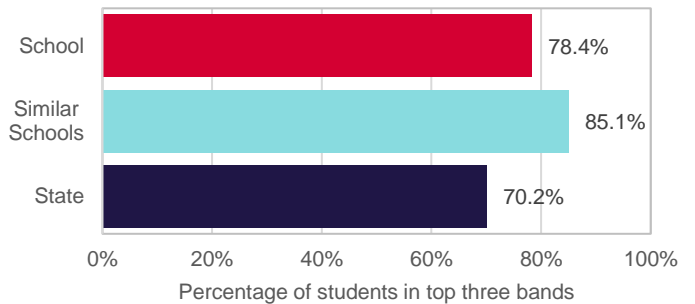
Similar Schools average:

85.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

83.7%

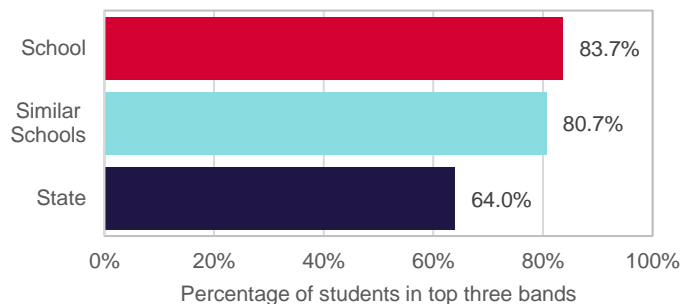
Similar Schools average:

80.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

66.7%

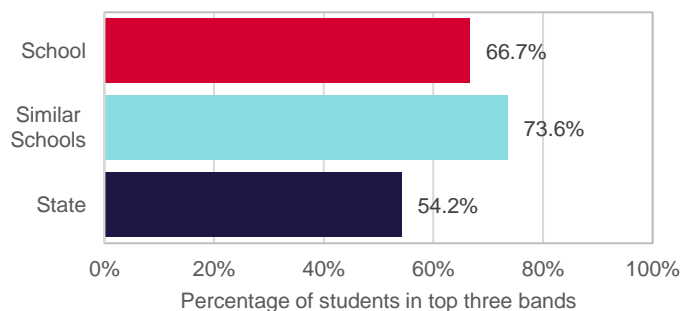
Similar Schools average:

73.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



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.

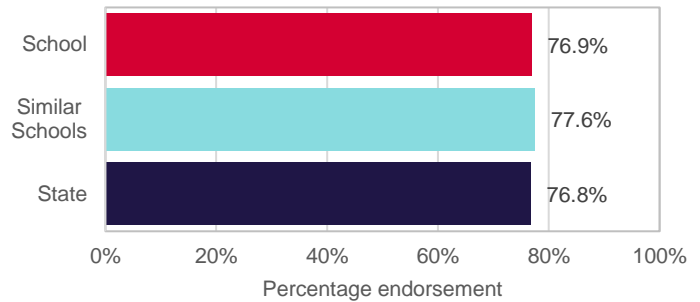
Student Attitudes to School – Sense of Connectedness

The percentage 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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	76.9%	79.1%
Similar Schools average:	77.6%	79.0%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



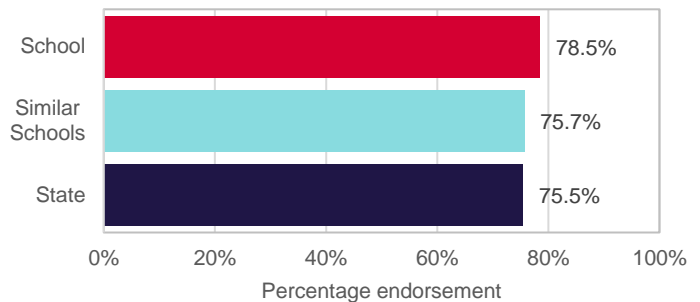
Student Attitudes to School – Management of Bullying

The percentage 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).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	78.5%	81.6%
Similar Schools average:	75.7%	76.5%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

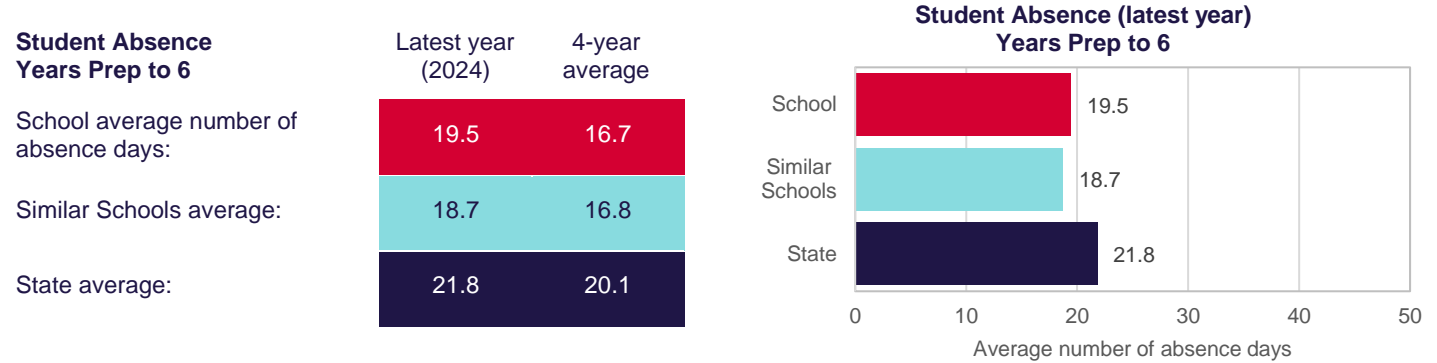


ENGAGEMENT

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.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	91%	92%	90%	90%	91%	88%	90%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,080,911
Government Provided DET Grants	\$369,863
Government Grants Commonwealth	\$15,868
Government Grants State	\$0
Revenue Other	\$33,229
Locally Raised Funds	\$546,183
Capital Grants	\$0
Total Operating Revenue	\$4,046,055

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,803
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$28,803

Expenditure	Actual
Student Resource Package ²	\$3,103,441
Adjustments	\$0
Books & Publications	\$17,779
Camps/Excursions/Activities	\$131,893
Communication Costs	\$2,929
Consumables	\$80,237
Miscellaneous Expense ³	\$29,922
Professional Development	\$13,054
Equipment/Maintenance/Hire	\$52,379
Property Services	\$80,850
Salaries & Allowances ⁴	\$211,253
Support Services	\$105,235
Trading & Fundraising	\$31,604
Motor Vehicle Expenses	\$275
Travel & Subsistence	\$0
Utilities	\$25,784
Total Operating Expenditure	\$3,886,634
Net Operating Surplus/-Deficit	\$159,421
Asset Acquisitions	\$125,988

- (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 20 Mar 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$646,532
Official Account	\$95,244
Other Accounts	\$42,298
Total Funds Available	\$784,074

Financial Commitments	Actual
Operating Reserve	\$131,447
Other Recurrent Expenditure	\$9,953
Provision Accounts	\$9,533
Funds Received in Advance	\$118,000
School Based Programs	\$57,635
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	\$24,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$350,568

All funds received from the Department of Education, 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.