

2023 Annual Report to the School Community

School Name: Rockbank Primary School (0919)



- 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 26 March 2024 at 05:24 PM by Krista Barnes (Principal)

- This 2023 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 16 April 2024 at 10:48 AM by Lyn Courtice (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Rockbank Primary School officially opened in 1868 in a vast farming area. The school was situated on a main road that linked Ballarat to Melbourne. The school moved to its current location in Westcott Parade in 2010 due to the school being on the boundary of the increasingly busy Western Highway, whilst the move was based on several factors, safety for the students was the most significant reason. Rockbank PS forms part of the South West Region, the Brimbank/Melton Area and Melton Network of government schools. In 2010, Rockbank PS opened its doors with 67 students and at the end of 2023, student enrolments reached 380 students in the August census, with nearly 50 percent of students with English as Additional Language (EAL), a small cohort of Aboriginal students and International Students. In 2023, 26 year six students graduated.

Rockbank Primary Schools' Vision and Values remain strong within our whole school community. Our school vision, "Nurture. Believe. Achieve," guides our strong academic focus and enables us to teach all our students to enact our school values of respect, togetherness, learning and safety. Our staff nurture our students and provide a strong community feeling at our school. We welcome diversity and encourage students to believe that anything is possible. Staff at Rockbank Primary School provide a stimulating, challenging and caring learning environment that results in students achieving their potential.

At Rockbank Primary School our mission is to provide a learning environment that supports the educational, social and emotional development of every child across all aspects of their primary school lives and beyond, so that they are better equipped to: make informed responsible choices throughout their lives; make valuable and positive contributions to their community; and achieve their very best. Our values play an important part in our school culture and we ensure that they are modelled, taught and upheld within our school community on a daily basis:

- * We are Respectful
- * We are Learners
- * We value Togetherness
- * We are Safe

Rockbank Primary School has a current Student Family Education and Occupation index under .4000, which means our school is classed as 'medium' in the profile scale, this index has remained steady over the 2022 and 2023 period. RPS has a large cohort of multi-cultural families with 49% of students having English as an Additional Language (EAL). RPS has a low percentage of Aboriginal and Torres Strait Islander students. In 2023, RPS had a total of sixteen classrooms, however with the expected continued growth pattern in the Melton corridor of Melbourne and across our Network within the Rockbank zone, an expected increase of student enrolments in 2024 would require further classrooms to be erected. In 2023, the classroom composition was made up of 3 x Foundation straight classrooms, 6 x 1/2 composite classrooms, 5 x 3/4 composite classrooms and 2 x 5/6 composite classrooms. We delivered four specialist learning areas and they included: Auslan, The Arts/Music and PE and introduced STEM as our fourth specialist learning subject. There is a staff Full Time Equivalent (FTE) of 38.18 which includes 18 Education Support staff who work across the school with funded and students with additional needs in classrooms plus 4 ES staff in the administration/office/IT environment. Our wellbeing team is led by one of our Assistant Principals (Wellbeing), further supported by our Inclusion Leader (MHIPS) who is also our current Learning Specialist. In 2023, the students of Rockbank PS were further supported by our trainee Social Worker and Life Coach/Behavioural Specialist. This has enabled the school to successfully support student needs and intervention groups, also, In 2023 we appointed an EAL and Tutoring Learning Initiative (TLI), Coordinator to further assist cohorts of students with additional needs who are either EAL or TLI identified students. During 2023, our school created the RPS EAL framework, which is now shared across the Melton Network of schools. This structure encourages strong team collaboration between classroom teachers, ES staff and Leadership through our School Improvement Team (SIT), Team Leaders (TL), Professional Learning Communities (PLCs), Professional Learning (PL) and staff meetings. In 2023, we employed two teachers who provided support for students participating in the TLI, with the aim for identified students to receive individualised support through differentiated small group teaching. During 2023, we also engaged an external Speech Therapist to conduct assessments and then have a Speech Assistant support students in their individualised speech programs. We also engaged an Occupational Therapist (OT) Assistant, currently one of our ES staff members who completed external training, to provide an OT support program for identified students. During Terms 3 & 4, the formation of Disability & Inclusion Program (DIP), leaders and team members were commenced. DIP is overseen by our AP-Wellbeing and training has been provided for AP, Inclusion Leader and newly appointed Student Support Group (SSG) coordinator. Future team members for DIP from 2024 include a classroom teacher, completing a 'Masters in Inclusive Education' and our OT staff member.

At Rockbank PS we continue to support the 2022 Victorian Government Schools Agreement with the support of the Consultative Committee team. In 2023 the Annual Implementation Plan included the two DET priority goals, the first goal, which included improving student outcomes in both Literacy and Numeracy with a heavier focus on Numeracy, based on state wide data and the second goal based on Student Wellbeing. Whilst RPS continued on their improvement journey based on all goals, targets and actions in the school's strategic plan, these two goals were the priority based on the needs of our students over the past four

years. Our values align with the implementation of the Child Safety Standards and we implement Respectful Relationships and You Can Do It! at our school. Our school values are used as common language and underpin every decision, with the values linked to School Wide Positive Behaviour Support which are represented on our school matrix and behaviour flowchart. Our school wide house system is used to support a team approach to achieving success with Peacock, Harrison, Missen and Fisher all equally represented. In 2023 we continued to use the Class Dojo rewards program, our Dojo points system and Dojo shop to provide students at the school with a consistent reward system and tangible goals. This system facilitated the development of our School mascots, Vicky & Vinnie, of whom are represented on all documentation linked to positive behaviour in the school including our matrix and Dojo Shop. Organised play time activities also help to develop socialisation among students and provides them with scenarios that further enhance friendships and school connectedness. Our Wellbeing Centre continues to assist with resettling students who might be experiencing challenges in their classroom. There are also a number of students engaging in social skills programs with these intervention programs are supervised and delivered by members of the ES staff team. Further in support of students interests, classroom teacher support the engagement of student through lunchtime clubs inclusive of Art, Choir, Gardening Crusaders Sustainability and RoBlox/Tech club.

During 2023 with increasing enrolments and sufficient funding, we appointed an Acting Assistant Principal in Curriculum through an internal process. Data collection and analysis is a clear focus at Rockbank Primary School. The AP - Curriculum, co-leads School Improvement Team (SIT), Team Leaders (TL) and supports teachers, to diagnose, assess and implement differentiated learning programs during weekly PLCs. In 2023, we continued to work with external consultants in Literacy and Numeracy, focussing on curriculum scope and sequence documentation, unit planners and using school assessment data to inform teaching and learning programs and practices. This has become an embedded practice at RPS during 2023 and will continue in 2024 without the support of external consultants. We continued to provide an enhanced reporting system to provide real-time feedback to parents each term through Parent Feedback Sessions and to make reporting more relevant to student progress. In 2023 we continued to use the SeeSaw platform to provide parents with visual updates on their child's learning and engagement. After consultation with our school community, a decision was made to introduce a new and improved school management system for 2024, moving away from Zuno to Compass. The transition to Compass was implemented during term four in 2023, with the aim to be fully functional at the commencement of 2024.

During 2023, our focus remained on increasing human resources (HR), teachers and Education Support (ES) staff across the school and to ensure we were using the Student Resource Program (SRP) funds effectively, for the education of our current students and their needs. Our aim was to ensure we could place an ES staff member to work in each of the classrooms in either a part or full time capacity, we are proud of this achievement. We commenced 2024 workforce planning from term 2 and were advertising for teachers and ES early term three. This enabled RPS to be successful in securing a number of new staff before the real shortfall of teachers came into effect. The proactive approach will allow us to have all classroom teachers positions filled for 2024, also taking in account, staff who were leaving RPS at the end of 2023. In preparation for 2024, we also appointed a .4 Leading Teacher position through an internal process. Performance Development Program (PDPs) for staff were completed with most staff opting for a simpler version of the PDP process by using 'Statement of Expectations'. Many staff completed professional learning during 2023 and were supported by RPS. Two teachers completed the 'Middle Years Leadership' course. Both the Principal and AP-Wellbeing, commenced a 'Coaching Course' all of which were delivered by the Academy of PL for Educators. Two staff members are completing their Masters - Inclusive Learning and Social Work.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2023, Rockbank Primary School focused on achieving the 2023 Priorities Goal and our progress towards the goals, strategies and student outcomes outlined in the school's current Strategic Plan (SSP) and Annual Implementation Plan (AIP). This includes focusing on FISO 2.0 Curriculum Planning and Assessment, Evaluating Impact on Learning and Building Practice Excellence to impact our Key Improvement Strategies (KIS) of improving outcomes in Writing, Mathematics and Reading and FISO 2.0 Empowering Students and Building School Pride and Setting Expectations and Promoting Inclusion to impact our KIS of improving student engagement.

RPS continues to make gains in student data growth aligned to the School Strategic Plan 2020-2024, four-year targets and AIP annual targets across a broad range of data sets as well as NAPLAN student data.

Due to the changes in how NAPLAN is reported with the new proficiency standards, 2023 NAPLAN data sets can no longer be compared to previous NAPLAN data sets. The 2023 NAPLAN data indicates that when compared to similar school and state averages, RPS remains lower than both in Year 3 and Year 5 Reading and Numeracy as follows:

*Year 3 Reading 65.9% compared to Similar Schools at 67.7%

*Year 3s Numeracy 44% compared to Similar Schools at 50.1%

*Year 5s Reading 54.5% compared to Similar Schools at 60.6%

*Year 5 Numeracy 31.8% compared to Similar Schools 42.1%

The Numeracy percentages across all levels are much lower when compared to Reading, hence the 2022 and 2023 priorities goal in learning with a major focus on Numeracy, which is also being supported by the continuation of DET Tutoring Learning Initiative (TLI) in Numeracy.

We have maintained a strong focus on improving Teacher Judgements and NAPLAN data in both Reading and Numeracy for the life of the RPS School Strategic Plan. This has been supported by the actions and activities in all future AIPs to meet both annual targets and progress towards the achievement of the four year targets outlined in the SSP. Compared to 2022, we have made some gains in the Teacher Judgements of English and Mathematics and in Mathematics closing the gap compared to similar schools.

Some practices to improve Teacher Judgements have included frequent data moderation across teams and triangulation of data. This is a significant improvement as Teacher Judgements are based on triangulation of data sets and effective use of data.

Our school has also made significant gains during 2023 to improve and build upon teacher's knowledge and skills using a range of strategies to promote 'best practice' in all classrooms. Weekly PLCs continued to use student data to inform teaching and learning programs and identify specific student goals. We have reviewed and improved the RPS Instructional Model, which is now used consistently across the school in all classrooms for both Literacy and Numeracy blocks. Teachers worked with our school leaders and external consultants, to develop and improve curriculum planners, plan for differentiation and improve content knowledge. All graduate teachers (1st-4th year) received coaching and mentoring by our current MiPS Learning Specialist. The implementation of the TLI (Tutoring Learning Initiative) program also provided a high number of students with achievement in 'catch-up' in Numeracy. This will be continued in 2024 due to the success of this program. The appointment of an EAL Coordinator in 2023 and team has improved the teaching and learning programs, teacher knowledge and skills when working with EAL students in the classroom. An EAL Framework for Rockbank Primary School was also developed to support teachers and students. 2023 was a year of improving systems of work across the whole school as part of the improvement journey RPS is undertaking.

This year (as the last year of our SSP) will set us up to achieve all four year goals and targets and our students will benefit greatly in their learning and wellbeing as a result.

Data obtained from the Parent Survey in the area of 'Parent Satisfaction' with our school was 76.3% compared to the State Average of 82.8%. The number of parents who completed the survey has grown from 12 to 88 since 2023. Our aim in 2024 will be to continually improve on the number of parents completing this survey, which will also provide a truer reflection of parent satisfaction. Whilst we believe our current practices are meeting the needs, the impact of the rapid growth of the school may be impacting this data.

Wellbeing

Wellbeing at Rockbank Primary School includes our whole school community. Whilst student wellbeing is our major focus and one of our AIP Priorities goal, staff wellbeing has received a high level of support across the 2023 school year. We have also seen an increase in the level of support we have provided to many of our families. Current Student Survey data indicates a lower level of 'School Connectedness' (73.9%), when compared to similar schools (77.3%), and state level schools (77%). To improve student connectedness and engagement at school, we undertook the following steps to provide a higher level of support for all students. We employed an additional Wellbeing staff member 5 days per week to complement our Wellbeing Team and the work that our student wellbeing counsellor does. This position of Behaviour and Mindset coach was to work with students across the school in a one to one capacity and also working in classrooms. This meant that our Wellbeing space was staffed by at least one person every day. We employed additional Education Support ES staff across the school to support more classrooms and students with additional needs. We added more supervised recess activities to engage students with their peers, such as skipping and chalk drawing. We continued to value the implementation of the following programs during 2023 which also allowed us to focus on and improve all programs -

- School Wide Positive Behaviour Support Program (SWPBS).
- Rights, Resilience & respectful Relationships (RRRR)
- Earlier identification of student wellbeing concerns and linking them with Social skills programs implemented by our ES staff team, such as Zones of Regulation and You can do it!.
- The Tutoring Learning Initiative (TLI) program continued to build student confidence and knowledge in Numeracy and Literacy.
- Class Dojo Rewards Program, House Points and term celebrations.
- Attendance weekly awards and term celebrations.
- Whole School Awards and Graduation ceremonies and fundraisers throughout the year with the culmination of the biggest fundraiser 'Slimefest' in Term 4.

The success of the RPS Wellbeing has also resulted in student data reflecting on how the school manages bullying. Our management of bullying this year is reflected in our data which is 74.5% which is in-line with Similar school data of 74.3%. The

wellbeing team led by our Assistant Principal meet fortnightly in the review of a variety of data sources to develop, implement, monitor and improve a range of programs to support our students point of need in their individual development. These also include Respectful Relationships the Body Bright program and targeted lessons around our school's values. 2023 saw an improvement in our School Climate data in our School staff survey. Our response of 72.8%, while still under the state average of 78.1% is a vast improvement on 59.6% from the previous year. This can be attributed to staff feeling supported with extra ES in classrooms and our timetable allowing for extra release time for people to fulfil their extra roles and responsibilities.

Engagement

Attendance is a critical factor in determining the success of students in their academic endeavors, At Rockbank PS we recognize the importance of implementing effective strategies to ensure high attendance rates among our students. This annual report highlights the successful attendance strategies employed during the academic year, along with their outcomes and impact on our school community.

Data Monitoring and Intervention:

- **Attendance Team:** Rockbank PS has a strong and effective Attendance team comprising of an Assistant Principal, Inclusion Leader, Student Wellbeing Counsellor and Attendance Officer. The team meet on a weekly basis reviewing data from varied sources including COMPASS & Panorama, in support of students and their families, to identify students who are late in arrival, leave school early, have unapproved absences and those who have been absent for prolonged periods.
- **Early Intervention:** A reviewed and updated 'Staged Response to Improving Student Attendance' guides the Attendance Teams focus on proactive strategies to support students and their families.
- **Individualized Support Plans:** Actions are decided upon within meets to work with families to allow understanding of the importance of attendance and where necessary, reengage the student with school. This includes the development of individualized attendance improvement plans for students at risk of chronic absenteeism, involving counselors, teachers and parents in the process.

Parent and Guardian Involvement:

- **Regular Communication:** At Rockbank PPS regular communication is maintained on a daily process with parents and guardians through newsletters, emails, social media and Parent report feedback sessions to emphasize the importance of attendance. Coupled with this is the prioritisation of developed policies and protocols around unexplained absences addressed on a daily basis.
- **Home-School Collaboration:** Connectedness has a significant impact to improving Student Attendance, therefore, we collectively ensure that 'connectedness' is prioritized across the school using a range of strategies. This in turn, fosters partnerships between home and school to address attendance issues promptly and effectively.

Positive Reinforcement and Recognition:

- **Attendance/ Classroom Awards:** Implemented attendance awards recognize students with specified attendance records, motivating other students to strive for similar achievements. School wide incentives range from weekly, monthly, termly and annual recognition. The class with the highest attendance each week receives the school mascot 'Rocky' to look after for the following week. Students with 100% attendance for a month receive a custom-made pencil with 12 to collect throughout the year. Students on a termly basis have the chance to receive a gold, silver or bronze prize with respectively above 95%, above 90% and above 85% attendance. Finally, on an annual basis students who have 100% for the entire year have a celebration involving staff, food and more. These Attendance awards are a highly engaging program at our school and continue to improve attendance as our numbers steadily increase.
- **Attendance Mascot:** At Rockbank PS we have purchased a life size costume of 'Rocky'. Rocky makes a regular appearance at assemblies and throughout school events to promote attendance at the school and instill a sense of excitement in our students and broader community.

The successful implementation of these attendance strategies has resulted in a noticeable improvement in overall attendance and a positive shift in the school culture to regular attendance. In 2022 with 350 students, 49% of students had 20 or more days of absence when compared to 2023 where our student population increased to 472 with 41% of students having 20 or more days of absence. Further to this, the average number of student absence days for our school in 2023 was 23.1% compared to 2022 at 25.5% and an overall attendance rate of students at 88.3%. A great achievement, though continued improvement in this area is of primary focus moving into 2024 and working with our families in understanding the importance of attendance.

In 2024 our focus towards promoting the understanding of our community will be supported through parent workshops, continued refinement of processes outlined previously, the enhancement student voice, leadership and agency in supporting engagement and the overall improvement of connectedness and inclusion. Collectively we will approach attendance with priority and innovation.

Other highlights from the school year

Our school continues to review and improve all areas of our environment to ensure it is aesthetically pleasing and welcoming to our whole school community. One of the most proudest improvements has been the inclusion of 40 sign posts that have been erected saying 'welcome' in all the languages that are spoken by our students attending our school during 2023. Another outstanding feature has been the installment of a large mosaic representing school values at the front of the school. We improved all outside areas for students by permanently painting the concrete with our school houses, our school values and different games such as hopscotch, snakes and ladders and giant chess, decorating planter boxes and improving the sandpit areas.

Student learning is enhanced by excursions in different curriculum areas as well as camps in year 3/4 and 5/6. Students in grades 5 and 6 have the opportunity to attend Interschool Sport and Lightning Premierships where they are able to compete with other schools, building their teamwork and connections with others.

To assist with our ongoing enrolments we implemented enrolment interviews and tours. This has meant that a member of leadership has been able to meet with new families prior to them starting at our school to ensure that they are able to settle in quickly to their new environment.

As a school, we have connected with a number of external agencies and networking within our network and beyond in the interest of our students and their families. This ensures that the correct advice and resources address the point of need directly and collectively we learn on how to respond to a similar circumstance if it is raised again - this could be learning or wellbeing focussed.

Our sense of community culminated in an end of year awards ceremony involving the entire school community. Each class performed a short dance and awards were given for class member of the year, awards in specialist areas - The Arts, AUSLAN, STEM and Physical Education, Principal's award, school values award, and Education support award. This afternoon was well attended by families and students and demonstrated the fabulous community that we have at Rockbank Primary School.

Financial performance

Rockbank Primary School continues to show a significant surplus at the end of the 2023 school year, therefore our financial position for the future is full of opportunities to inject a large portion of the surplus funds into resourcing and programming to ensure our current students are receiving the best possible education from Rockbank Primary School.

At the commencement of 2023 and in the February census, our current enrolments were 320, in the August Census, our enrolments rose to 380 with an expected starting number of students around the 450 for the commencement of 2024. Strategic financial planning would need to be managed well, to ensure funding expenditure would address the current needs of our students plus future planning to maintain and increase human resources to support future student enrolment numbers and growth pressure in all areas across the school.

To support the rapid growth in student enrolments in 2023, our school was allocated two additional classrooms (an additional Mod 5 Portable). Two of our specialist teachers continued to use all classrooms to deliver their programs as no further specialist rooms were allocated. Our current OHSC program continued to use the School Hall/Gymnasium throughout 2023, however, with the increase of student enrolments, so was the need for an increase in the expansion of our current OHSC program. An increase in license numbers would be required early 2024 to support our community needs.

Our school gymnasium is hired out to a local dance company and a tutoring group over the week. The revenue raised from both of these programs plus OHSC fees has been allocated to the purchase of school devices in 2023, we no longer have a 'BYOD' program at RPS. Our School Council Fund Raising team, raise funds across the school year with the very successful end of year fundraiser 'SlimeFest.'

School improvements were a continued focus for our school with many smaller projects to improve outdoor areas taking place. We engaged an artist to create a very large mosaic displaying our school values and mascots, which was erected at the front of our school. We engaged concrete engravers to engrave our values, house names and a large number of games and activities for our students to use during break times across all concreted areas of the school. We continued to increase resources in both Literacy and Numeracy to the value of \$20,000.00 for each learning area. We also allocated over \$10,000.00 to purchase resources to deliver our new Specialist area - STEM. We have also enhanced areas of the school by the employment of our maintenance team to ensure our school buildings are maintained to a high and safe standard and to improve the look and functionality of our school. We used equity funding to increase the number of ES staff to work in all classrooms to support student learning. This enabled the growth in student numbers and number of students with additional needs, to be well supported in classrooms. Equity is also used for a number of programs and new resources in 2023. Equity was used to enable our teachers to continue to access and work with a Literacy Consultant who continued to work with our teachers with a focus on planning, resources and Writing and a Numeracy Consultant to support the Problem Based Learning (PBLs) program across the school and the development of unit planners. The focus in 2023 continued in the improvement of teacher skills and practices using student data to plan unit planners, identify student

goals and implement differentiation in each classroom. Equity funding also enables our school to provide time release to team leaders and Professional Learning Communities. These valuable meetings allow our Curriculum Learning Specialist to monitor, improve and ensure policies, processes and planning are reflective of our Annual Implementation Plan and Strategic Plan goals. Equity has also been used to ensure teachers have the experience in knowledge and use of the school's assessment tools required to keep track of student outcomes. Equity funding was used to release all teachers from Foundation to Year 6 to conduct the Maths Online Interview (MOI) during Terms 3 & 4 during 2023.

During 2023, we appointed a second Assistant Principal in an Acting role for a period of two years. At the end of 2023 with projected student enrolment numbers reaching over 450 for the commencement of 2024, we also appointed a Leading Teacher (.4). Both these positions were processed internally. We appointed an additional office team member to support the increased volume of work the office administration team were faced with, as a result of our growth in student and family numbers. Our number of ES staff continued to expand over the year as student needs and growth in numbers increased.

We are pleased that our school is in a solid financial position for our school community in the future.

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 340 students were enrolled at this school in 2023, 154 female and 186 male.

49 percent of students had English as an additional language and 1 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).

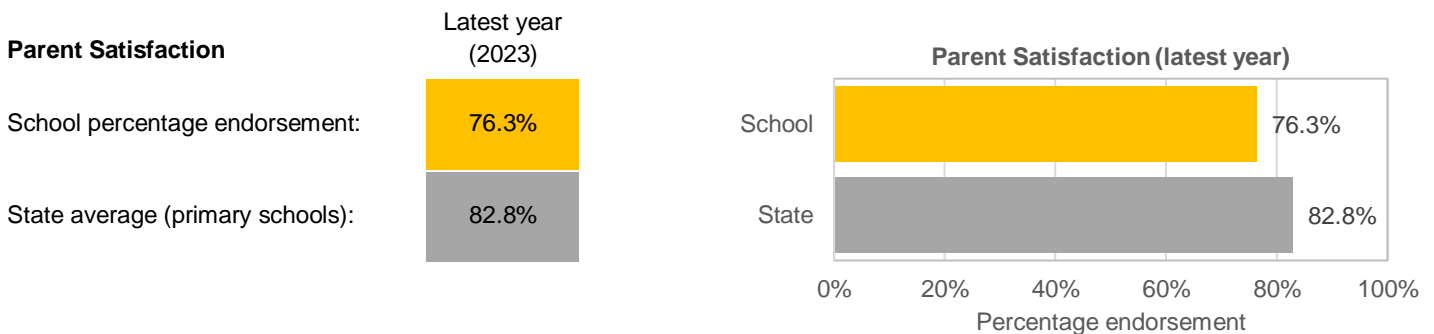
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

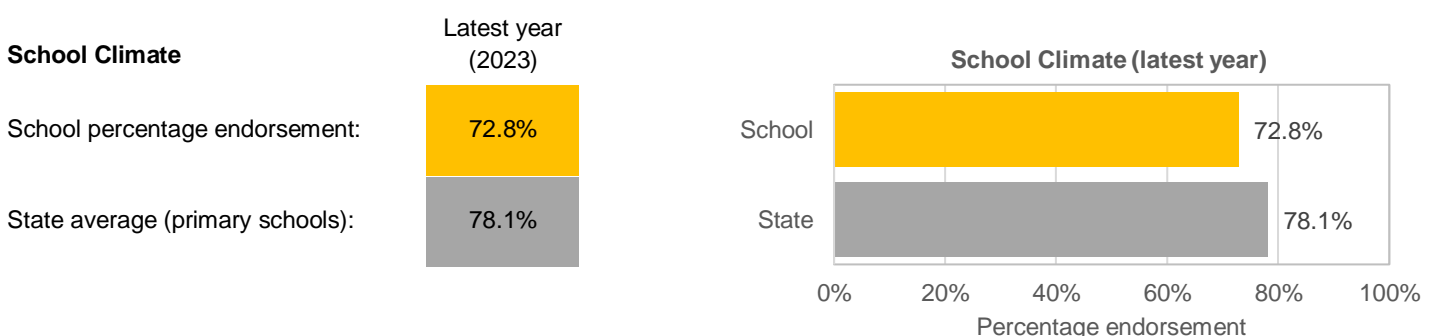


School Staff Survey

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.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

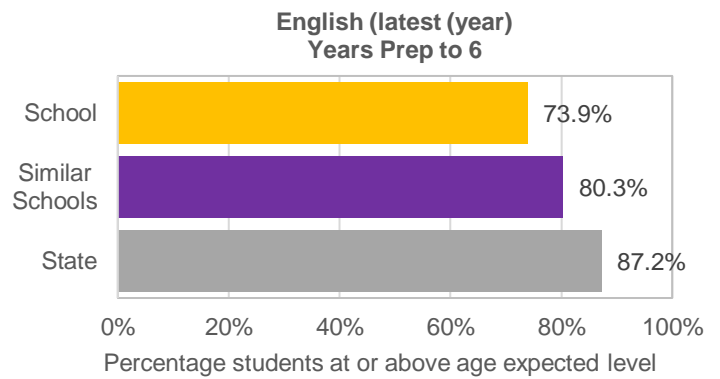
73.9%

Similar Schools average:

80.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

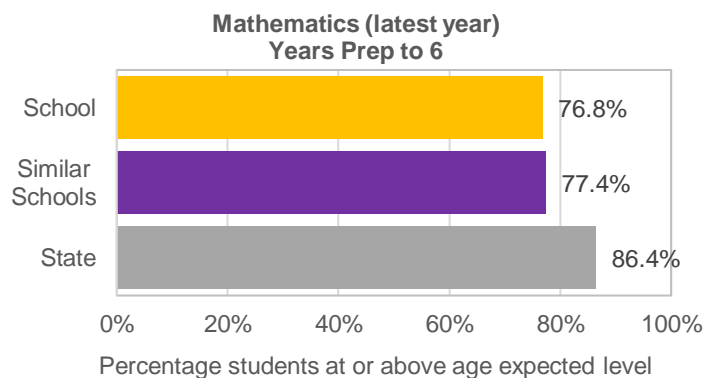
76.8%

Similar Schools average:

77.4%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.5%

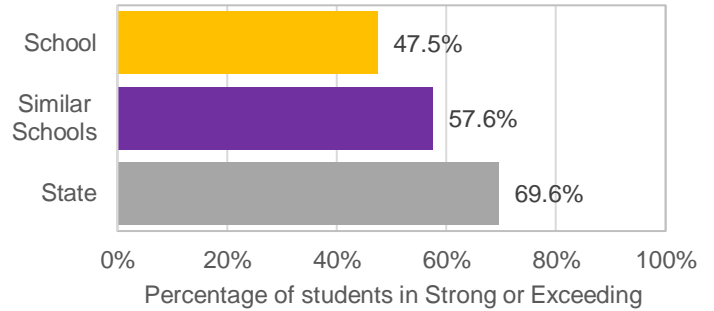
Similar Schools average:

57.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.8%

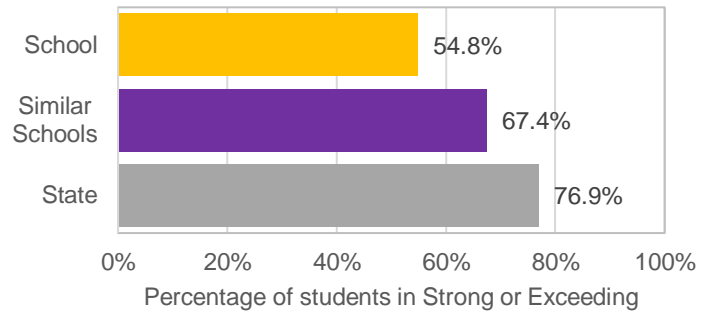
Similar Schools average:

67.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.3%

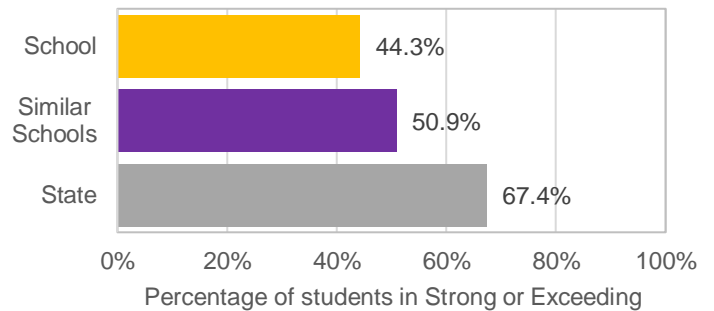
Similar Schools average:

50.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

41.9%

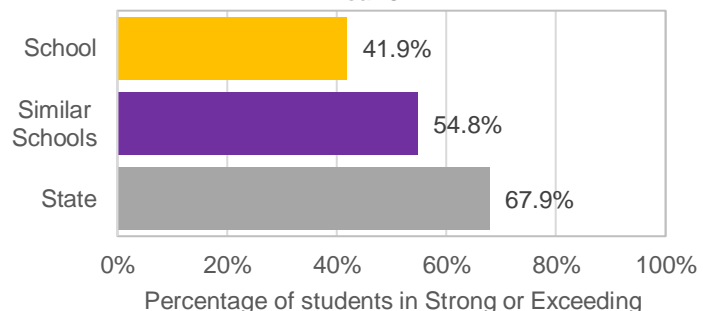
Similar Schools average:

54.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

65.9%

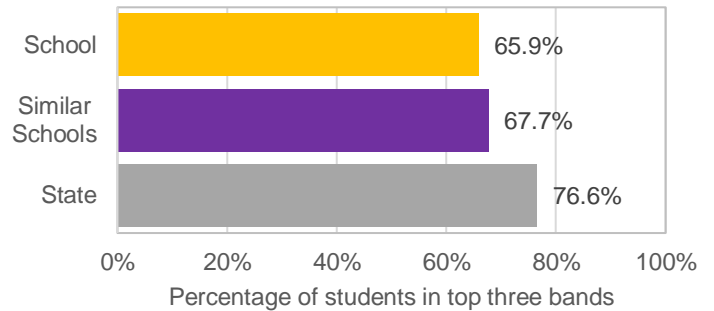
Similar Schools average:

67.7%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

54.5%

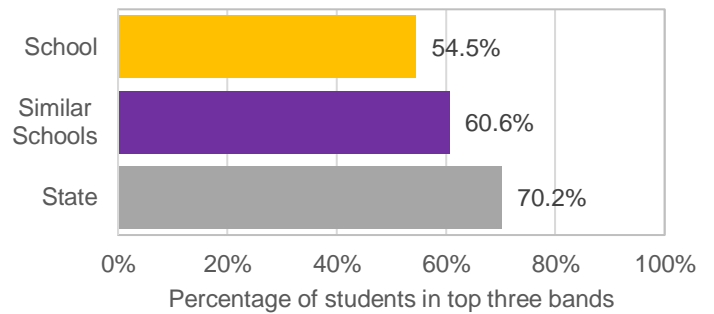
Similar Schools average:

60.6%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

44.2%

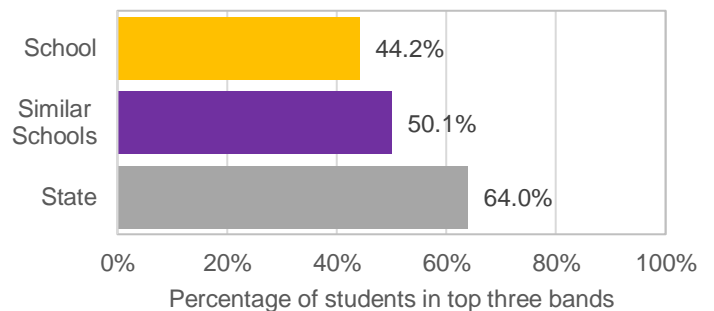
Similar Schools average:

50.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

31.8%

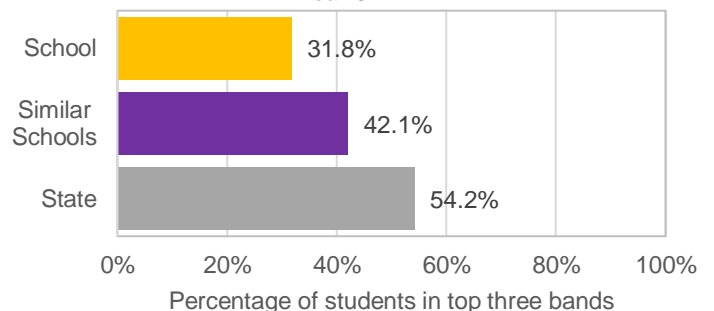
Similar Schools average:

42.1%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

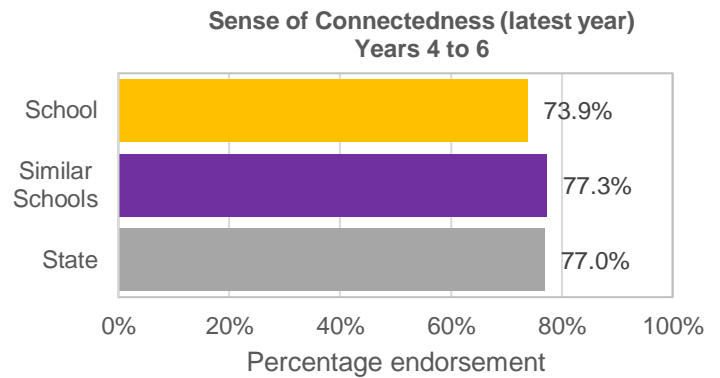
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percentage endorsement:	73.9%	77.0%
Similar Schools average:	77.3%	79.0%
State average:	77.0%	78.5%

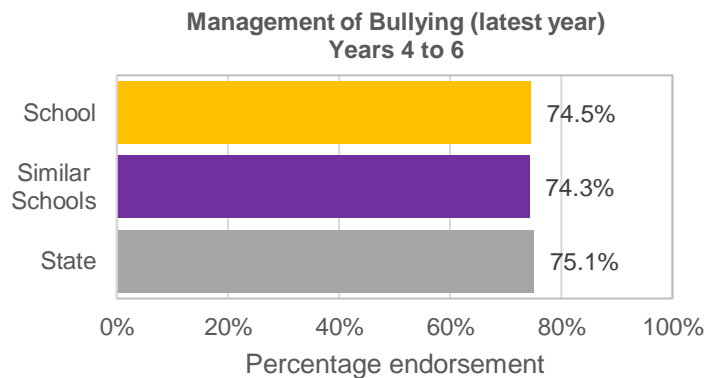


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	74.5%	75.5%
Similar Schools average:	74.3%	75.7%
State average:	75.1%	76.9%



ENGAGEMENT

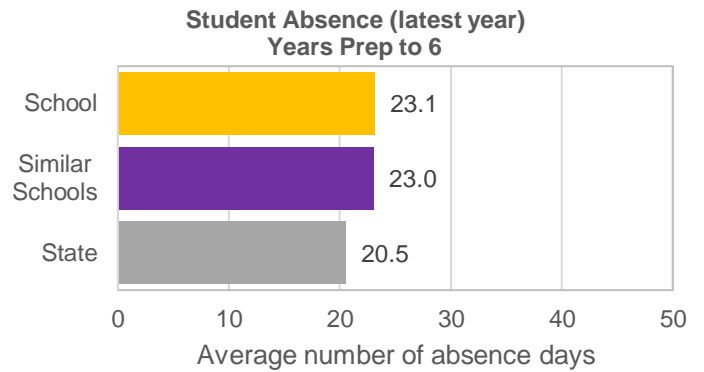
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	23.1	24.7
Similar Schools average:	23.0	21.3
State average:	20.5	18.1



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 (2023):	87%	89%	90%	88%	90%	88%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,172,431
Government Provided DET Grants	\$820,060
Government Grants Commonwealth	\$11,798
Government Grants State	\$0
Revenue Other	\$11,577
Locally Raised Funds	\$67,631
Capital Grants	\$0
Total Operating Revenue	\$5,083,496

Equity ¹	Actual
Equity (Social Disadvantage)	\$117,864
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$117,864

Expenditure	Actual
Student Resource Package ²	\$3,680,874
Adjustments	\$0
Books & Publications	\$2,565
Camps/Excursions/Activities	\$42,389
Communication Costs	\$7,822
Consumables	\$89,115
Miscellaneous Expense ³	\$15,182
Professional Development	\$33,846
Equipment/Maintenance/Hire	\$157,361
Property Services	\$129,297
Salaries & Allowances ⁴	\$138,487
Support Services	\$230,684
Trading & Fundraising	\$12,562
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,026
Total Operating Expenditure	\$4,568,209
Net Operating Surplus/-Deficit	\$515,287
Asset Acquisitions	\$12,019

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$84,412
Official Account	\$112,639
Other Accounts	\$0
Total Funds Available	\$197,050

Financial Commitments	Actual
Operating Reserve	\$0
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$0

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.