

# 2018 Annual Report to The School Community



**School Name: Research Primary School (2959)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 21 March 2019 at 04:38 PM by Fiona Vale  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 23 April 2019 at 01:19 PM by Adam Humphreys  
(School Council President)

## About Our School

### School context

Research Primary School is located in semi-rural surroundings on the north-eastern outskirts of Melbourne, within the Shire of Nillumbik. Our school was established in 1889 during the gold mining days and had a 2018 census enrolment of 163 students. Research Primary School has a strong community atmosphere with a range of great programs for students including Art, PE and Japanese amongst others. Our extensive grounds and bush surroundings have many interesting areas for creative play and we have several formal games areas.

We have the equivalent of 7 full time teaching staff, 1 specialist, 4 ES staff of varying time fractions, a 0.8 Assistant Principal and a Principal. Our staff are hard working and dedicated and we have a fantastic parent community who support us by participation in School Council, the Parents and Friends Community and many other events and activities around the school.

Non-attendance is generally not an issue at our school, however, family holidays are often the reason for students being absent from school. At Research Primary School we strongly believe that "every minute counts". Our school community has high expectations of themselves and others, and student engagement and wellbeing are paramount.

### Framework for Improving Student Outcomes (FISO)

Our FISO key improvement strategies are building practice excellence, curriculum planning and practice and empowering students, and building school pride.

Through an analysis of data including but not limited to NAPLAN, teacher judgments against the Victorian Curriculum, student opinion survey data, panorama and the school performance report, it is evident that we need to improve our relative growth scores. This is how we add value to our students during their time at school.

At Research Primary School this can be achieved through the development of a consistent instructional model of teaching with a focus on explicit teaching, differentiation, consistent documentation of our curriculum, and a consistent approach to wellbeing and student engagement using restorative practices.

We ensure sufficient resources are provided for the effective implementation of our teaching and learning strategies and encourage our PLC's to develop and implement a common understanding of what constitutes highly effective literacy and numeracy teaching and learning.

Research Primary School students are prepared academically, emotionally and socially for the transitions within our school and to secondary school.

### Achievement

As part of the whole school improvement strategy, Professional Learning Communities (PLC's) of teachers meet to review, share and plan student learning opportunities and develop targeted teaching and learning programs. Student assessment data is carefully moderated and analysed to identify point of need teaching for each individual student. All meetings with teachers are professional development focused and draw on the expertise of staff within the school. Teachers have professional learning plans which link their professional goals to the overall strategic direction of the school. These are discussed and reviewed with the Principal.

Our school continues to be a vibrant and engaging learning environment and the strong partnership between school and home contributes positively to student achievement results. The following strategies have also contributed to better student achievement results; The VCOP program, project based learning, data analysis and the development of individual education plans (IEP's) for those students in need.

### Engagement

Our staff have continued to focus on differentiating the learning for our students individual needs through PLC's, carefully moderated student assessment data, student voice and agency feedback, and IEP's.

- Our Junior Years (P-2) participate in Project Based Learning (PBL) which gives them a learning intention, however, encourages them to achieve the success criteria through a variety of means, chosen by their own interests.

- Numeracy zones run for the Middle Years (3/4) and Senior Years (5/6) students and they are grouped according to data and topic

- All of our students get the opportunity to trial for the Student Representative Council (SRC) and there are 8 leadership positions at Year 6 (2 captains, 2 vice captains, and 4 house captains). They are supported by a teacher who leads this.

Our student attendance data reflects that we have several families who enjoy holidays during the term. The school advocates that "It is not ok to be away" and follows up on reasons for absence on the day.

We also have a "pre prep" program which invites children from the local kindergartens to engage in 'school life' once a term.

### **Wellbeing**

We promote our school values through our "values awards" which are presented at our whole school assembly on Friday afternoons. We trialled our Community Champions program which will be further developed and officially launched in 2019. This program celebrates the students demonstration of our school values. We focus on resilience in our classrooms and teachers make every effort to integrate the development of social skills throughout the teaching and learning program.

Staff are continuously being developed in using restorative practices to resolve issues between students. We aim to encourage our students to think restoratively and support them in reflective conversations. This work will develop further as teachers toolboxes of wellbeing strategies continue to grow. Parent meetings occur regularly with the teacher and principal/assistant principal present to develop strategies to support students with their wellbeing and engagement. Knowledge of services such as speech pathology, nurses and psychologists to name a few are shared with families where appropriate, and the school works with these professionals to get the best wellbeing outcomes for students. Our assistant principal holds the portfolio for student wellbeing and uses a case management model to track students.

### **Financial performance and position**

Our school carries a deficit due to a number of factors. Our school has excess space which we have to maintain with no funding to do so and our grounds are very large, and require extensive works to ensure that they are safe. We do not receive additional funding to be bush fire safe. Our buildings are old and require constant maintenance. Our school is small and many of our teachers are experienced, therefore, our staffing budget is high. We receive very little equity funding.

**For more detailed information regarding our school please visit our website at**




**<https://researchps.vic.edu.au/>**




## Performance Summary

The Government School Performance Summary 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.





Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 163 students were enrolled at this school in 2018, 74 female and 89 male.</p> <p>6 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Lower</p> <p> Lower</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:




Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>





## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>46%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>80%</td> <td>4%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>54%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>46%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>62%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	46%	33%	Numeracy	16%	80%	4%	Writing	27%	54%	19%	Spelling	31%	46%	23%	Grammar and Punctuation	23%	62%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>96 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	96 %	94 %	92 %	93 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	94 %	96 %	94 %	92 %	93 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,178,663	High Yield Investment Account	\$100,699
Government Provided DET Grants	\$180,039	Official Account	\$8,339
Revenue Other	\$7,464	Other Accounts	\$1,541
Locally Raised Funds	\$233,383	<b>Total Funds Available</b>	<b>\$110,580</b>
<b>Total Operating Revenue</b>	<b>\$1,599,548</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,780		
<b>Equity Total</b>	<b>\$5,780</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,189,707	Operating Reserve	\$56,192
Communication Costs	\$4,308	Funds Received in Advance	\$34,388
Consumables	\$39,770	Funds for Committees/Shared Arrangements	\$20,000
Miscellaneous Expense <sup>3</sup>	\$121,681	<b>Total Financial Commitments</b>	<b>\$110,580</b>
Professional Development	\$3,117		
Property and Equipment Services	\$55,198		
Salaries & Allowances <sup>4</sup>	\$79,944		
Trading & Fundraising	\$31,072		
Utilities	\$21,597		
<b>Total Operating Expenditure</b>	<b>\$1,546,394</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$53,155</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

# How to read the Annual Report

## What does the *About Our School* section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

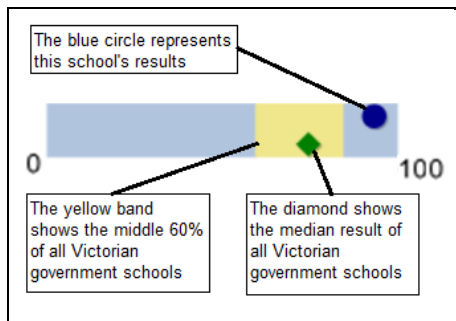
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

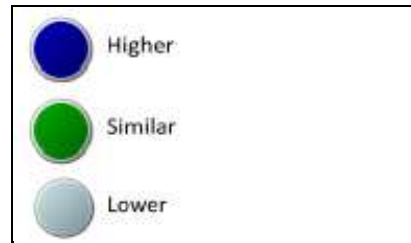


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').