

2022 Annual Report to the School Community

School Name: Roslyn Primary School (4663)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year 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 27 April 2023 at 07:04 AM by Mary Hutchison (Principal)

- This 2022 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 03 May 2023 at 02:20 PM by Ryan Winchester (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

At Roslyn Primary School we aim high, reaching for the stars, in every aspect of school life. We encourage and upskill everyone to strive to achieve their greatest potential and make a positive contribution in a diverse and ever-changing local and global society. We endeavour to develop creative, innovative problem solvers, who are able to embrace the changes of the future with care and compassion. Our motto is 'Future making for everyone'. Our school values are Respect, Optimism, Creativity and Kindness. Roslyn Primary School is located on Roslyn Road in Belmont, and has undergone significant rebuilding and structural improvement, catering to modern teaching and learning strategies. We have very large grounds for students to play. In 2022 we had 220 students, including 2 fee paying international student. We were in the low band for socio-educational disadvantage in 2022. We saw a big increase of students who had English as an Additional Language increase to 9%. We had 2 student who identified as Aboriginal and Torres Strait Islanders.

There were 12 FTE teaching staff, including the Principal and Assistant Principal, working across nine classrooms. We had four specialist teachers who worked two days a week delivering expertise in programs for Music, Visual Arts, Indonesian, and STEAM. We also had four Education Support staff, a Wellbeing Officer, and two administrative support staff. In 2022 we employed a teacher in the role of Inclusion Coach two days a week.

Parent satisfaction at Roslyn Primary School continues to be higher than the state average, 81.9% compared to the State average of 79.9%. This reflects the work we do with our student, parent and staff body to create proactive strategies to foster a strong connection and inclusion for all. The Staff Climate result of 86.5% also continues to be higher than that of the State average of 73.4%.

Progress towards strategic goals, student outcomes and student engagement

Learning

With the new FISO 2.0 highlighting the significance that good wellbeing needs to be in place for everyone to thrive academically, Roslyn PS provided additional support and extension in Literacy, Numeracy and Wellbeing. With Tier 2 funding we employed an 'Inclusion' Coach to build the capacity of all staff to better cater for and engage neuro-diverse students and students struggling to self-regulate. Our current curriculum prepares students to be ready for a rapidly changing world. Students are taught how to self-regulate, apply thinking skills, and work collaboratively to become community minded citizens.

Our school's comparison data for English and Mathematics, which takes into account the characteristics of our students, demonstrates that Roslyn PS continues to deliver positive performance. The teacher judgement data below indicates the percentage of students in Years P-6 working at or above expected standards in English and Mathematics. Our results are compared with Similar Schools and the State.

Area	School %	Similar School %	State %
Number	90	89.8	85.9
English	88.5	90.2	87.0

Cohort data of students in Grade 5 showed students at Roslyn PS outperforming both 'similar' schools and that of the 'state average' in Numeracy. In Reading we performed above the 'state average' and came in 2% below similar schools. All classes had access to the Tutoring Learning Initiative, targeting students to be stretch beyond expected level and also to support students below the expected level for their grade. All staff had access to training in extending high ability students across the curriculum.

Wellbeing

As a whole school community, we worked together to build a positive culture for our students, staff and families. This was driven by our strong focus on living our school values of Respect, Optimism, Creativity and Kindness. These values were promoted through the School Wide Positive Behaviour support framework (SWPB), at school assemblies by our student leaders and reinforced by participating in the Resilience Project.

In 2022 our Inclusion coach and Wellbeing officer worked alongside teaching staff, education support staff and families to support individual students struggling to return to normal routines at school after COVID. All students learnt about and used ‘GEM’ – Gratitude, Empathy, Mindfulness concepts from the Resilience project to reduce anxiety and stress. We completed the final two days of a four-day training program into trauma informed practices called The Berry Street Education Model (BSEM). Many of the strategies connected with programs already established at Roslyn PS such as Circle Time, Respectful Relationships, Mindfulness and Brain Breaks. Our whole school has adopted the ‘Zones of Regulation’, as a strategy to help students learn how to understand how they are feeling, and then identify a strategy to use to self-regulate. Our students ‘Sense of Connectedness to school’ is 78.4% which is above the state average of 76% and that of similar schools 78.1%. Our students reflected a decrease in ‘Management of Bullying’ 71.2% compared to ‘similar schools at 73.8% and the state average of 75.8%. Students report a concern with online issues being experienced. We addressed this by inviting Leading Senior Constable Robbie Noggler to Roslyn to work with our senior students about appropriate online behaviour. I would like to congratulate staff, parents, and students on their efforts last year, it was a tough year for many people but at Roslyn we were able to provide a connection and opportunity to demonstrate real life-long learning for everyone.

Engagement

Student Leadership and Student Voice continue to be an integral part of our school. There are many positions of leadership opportunities for students including: school captains, house captains, student voice leaders, positive behaviour support leaders, digital learning leaders, sustainability leaders, library leaders, visual arts and performing arts leaders, Indonesian leaders. These leadership positions allow students the opportunities to develop their leadership and confidence, interpersonal and organisational skills. Once a term Grade 5 /6 students, designed and delivered fun engaging activities for the rest of the school. Using feedback from students and staff the students made improvements to their activities the following term. All of these opportunities provide real-world problem-solving situations for our senior students.

Students at Roslyn PS had lots of extracurricular opportunities, these included: Healthy Hero’s Program with Geelong Cats, Gr 5 /6 attending additional science programs with the BioLab and Gr 3 – 6 participating in sporting activities with local community groups such as on cricket, baseball, wheelchair basketball, and skateboarding, Debating, Lightning Premiership participation. Attendance rates for all students continued to be an area that we monitored in 2022. The average number of school days absent on average has increased. This increase reflected a significance increase of absences by a small number of students. However, compared to pre-COVID years we have still seen an increase in absences across all classes which has mainly been because families kept sick children home and have also taken extended family holidays. Different levels of support were provided to families to help transition students back into onsite learning or to remote learning. Supporting all students to engage with the class and the learning were fundamental to ensure good mental health, a sense of connection and improved outcomes for all students. We will continue to post information regarding the importance of attending school every day to families via school communication pathways.

Attendance Rate: Average 2022 attendance % rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate	86	87	88	85	85	88	86

Families are to be congratulated on the value they placed on education over the last few years and the resilience fostered within their child to attend remote learning classes, face to face learning and build connections with their class teachers and peers.

Other highlights from the school year

Our school has a strong sense of community and understands that the school experience is not just for the students but the whole family. We value and encourage parents to be actively involved in a wide variety of forums. Families are our students’ first teachers and when we work together, we can reach for the stars together!

Connection and belong are two key concepts that are important for the Roslyn Primary School community. As a way of building connection and belonging for families our school council did a lot of work in building policy and frameworks for a group called the Roslyn Connection. This is a sub-committee of school council responsible for connecting families to each other and to the school. This group was responsible for: BBQ state election Bunnings BBQ, Mother Days and Father’s Day stall.

Financial performance

Roslyn Primary School continues to remain in a healthy financial position finishing the year with an operating surplus of \$220,068.00. This was achieved through prudent administrative financial management.

Our school based OSHC program had a Revenue of \$95,320.44 and an Expenditure of \$53,683.29 plus additional costs for staffing leaving a deficit of \$4756.82. A reason for the loss in 2022 was that there were a number of families not receiving their correct Child Care Benefit Rate and there for a few families are still to reconcile their accounts with the school.

Equity Funding and Schools Mental Health Fund of \$20,308.00 was used to support the Student Wellbeing position and Student Support within the classroom.

Sporting Schools Grant was used to enhance our health and physical educational program as well as provide subsidy to the swimming program.

For more detailed information regarding our school please visit our website at
<https://roslynps.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 220 students were enrolled at this school in 2022, 101 female and 119 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

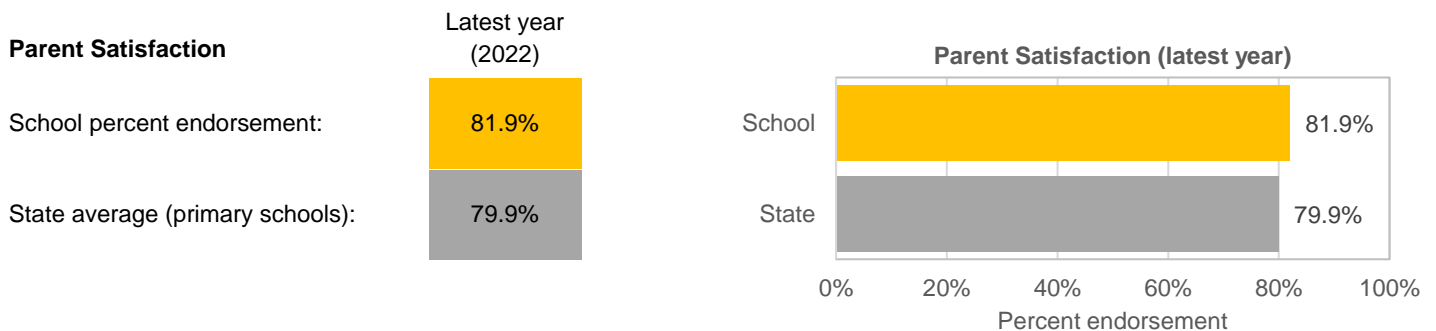
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

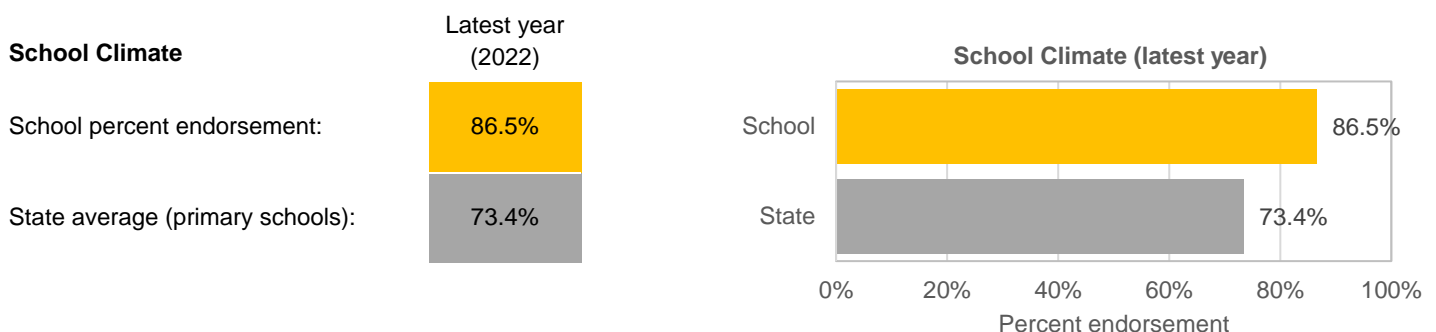


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

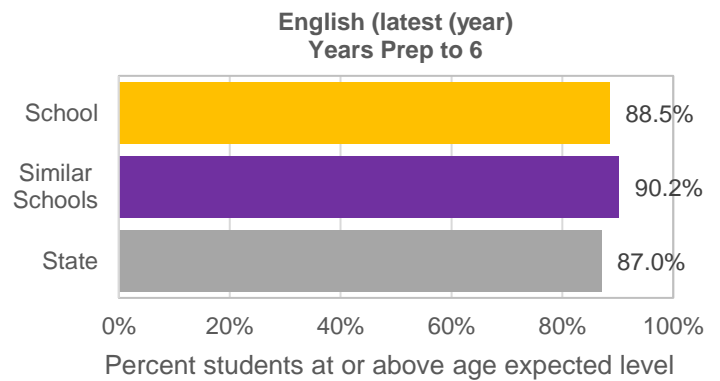
88.5%

Similar Schools average:

90.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

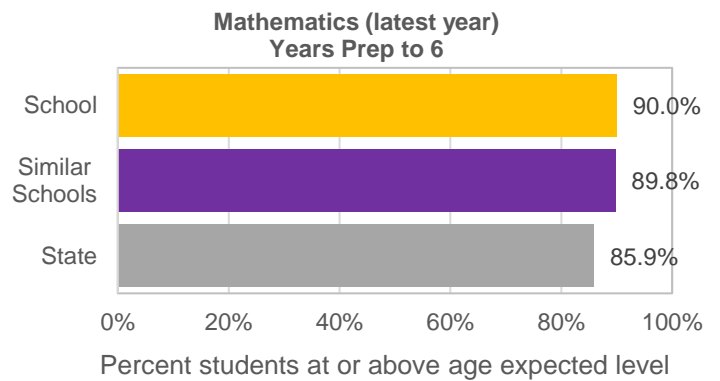
90.0%

Similar Schools average:

89.8%

State average:

85.9%



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.

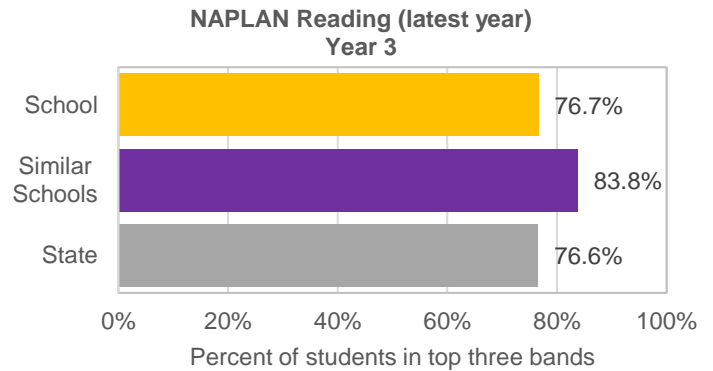
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

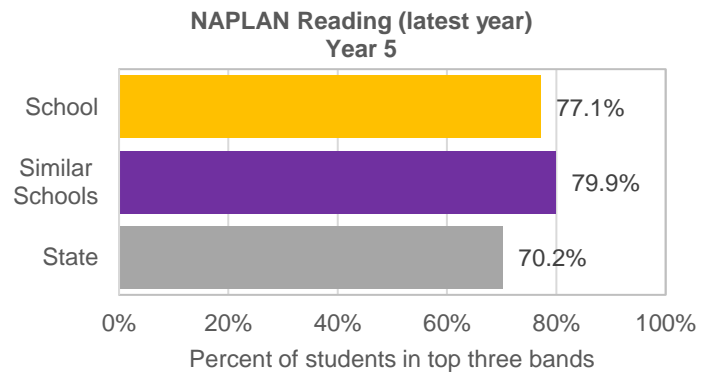
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.7%	77.4%
Similar Schools average:	83.8%	83.5%
State average:	76.6%	76.6%



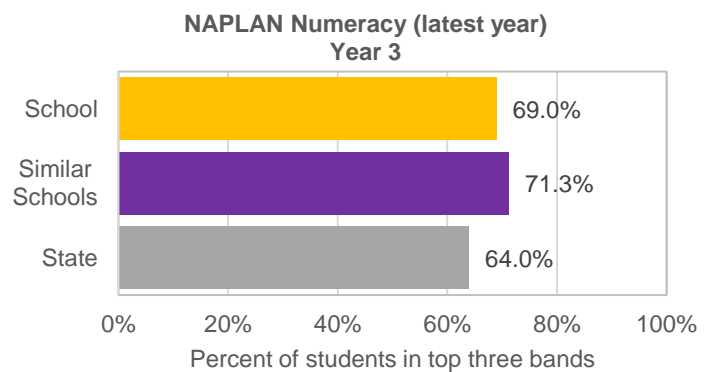
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.1%	75.9%
Similar Schools average:	79.9%	77.1%
State average:	70.2%	69.5%



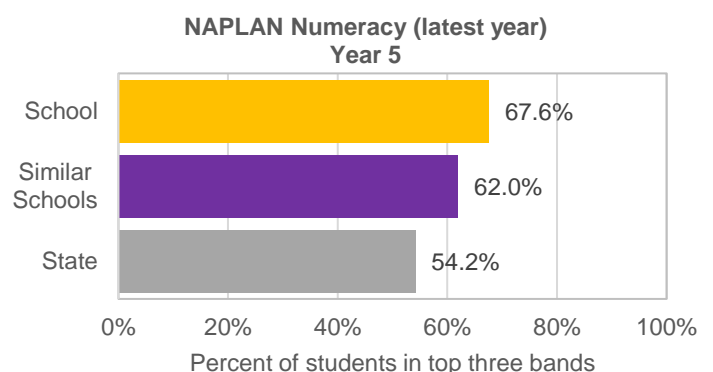
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.0%	71.1%
Similar Schools average:	71.3%	73.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.6%	65.4%
Similar Schools average:	62.0%	65.9%
State average:	54.2%	58.8%



WELLBEING

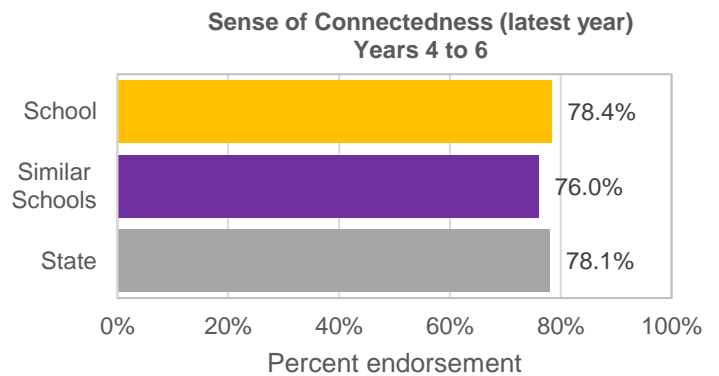
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	78.4%	74.8%
Similar Schools average:	76.0%	77.4%
State average:	78.1%	79.5%

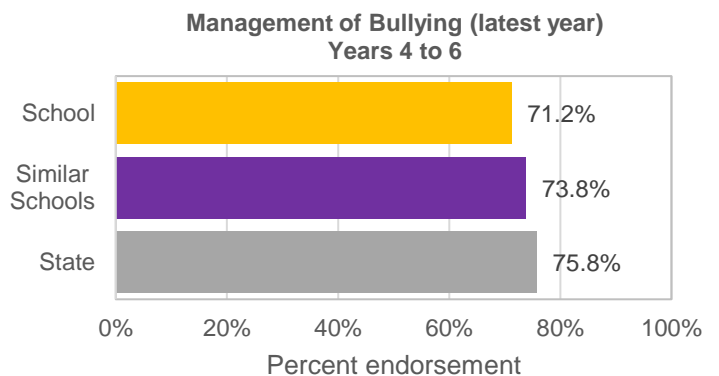


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	71.2%	71.6%
Similar Schools average:	73.8%	76.8%
State average:	75.8%	78.3%



ENGAGEMENT

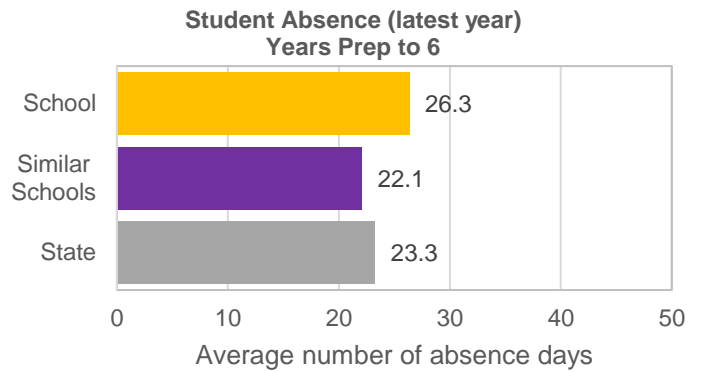
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	26.3	17.2
Similar Schools average:	22.1	15.7
State average:	23.3	17.0



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 (2022):	86%	87%	88%	85%	85%	88%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,283,496
Government Provided DET Grants	\$268,753
Government Grants Commonwealth	\$63,095
Government Grants State	\$0
Revenue Other	\$38,230
Locally Raised Funds	\$159,299
Capital Grants	\$0
Total Operating Revenue	\$2,812,873

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,610
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,610

Expenditure	Actual
Student Resource Package ²	\$2,063,428
Adjustments	\$0
Books & Publications	\$646
Camps/Excursions/Activities	\$64,906
Communication Costs	\$5,371
Consumables	\$26,095
Miscellaneous Expense ³	\$9,981
Professional Development	\$18,505
Equipment/Maintenance/Hire	\$31,056
Property Services	\$72,365
Salaries & Allowances ⁴	\$277,027
Support Services	\$56,028
Trading & Fundraising	\$8,552
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$37
Utilities	\$16,537
Total Operating Expenditure	\$2,650,534
Net Operating Surplus/-Deficit	\$162,339
Asset Acquisitions	\$11,032

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$130,782
Official Account	\$8,934
Other Accounts	\$0
Total Funds Available	\$139,717

Financial Commitments	Actual
Operating Reserve	\$93,413
Other Recurrent Expenditure	\$11,744
Provision Accounts	\$0
Funds Received in Advance	\$2,500
School Based Programs	\$56,371
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	\$27,571
Maintenance - Buildings/Grounds < 12 months	\$21,745
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$213,345

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.