

# 2022 Annual Report to the School Community

School Name: Rosebud Primary School (2627)



- 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 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 04:06 PM by Rhiannon Birkill (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 28 April 2023 at 02:49 PM by Claudia Jagger (School Council President)

# How to read the Annual Report

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## 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.

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## 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)

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### 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.

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### 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.

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

# About Our School

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## School context

Rosebud Primary School is a Victorian Government school located on the Mornington Peninsula.

We are proud to be the HEART of the community and operate under the values of Honesty, Effort, Attitude, Respect and Team-Work.

These values are fundamental to the culture at Rosebud Primary School and are the underpinning principles in all that we do. They provide a framework and whole school language in the development of our students, teachers, parents and wider community.

We have a committed staff who provide a dynamic and supportive learning environment conducive to the social, emotional and intellectual development of all our students.

Planning collaboratively, our teachers provide students with meaningful, engaging learning opportunities within the eight Key Learning Areas.

We have a strong focus on literacy and numeracy, developing inquisitive, responsive life-long learners, to enable every success in each child's future. Our specialist program provides students with the opportunity to immerse themselves in the areas of Art, STEM, Music, Physical Education and Japanese.

Our extensive array of extra-curricular activities include but are not limited to; Grade 3 – 6 camping programs, a variety of sport events such as Hoop Time and cross country, choir, drumming, student leadership programs, lunch-time clubs, bike education and Junior School Council.

Our school features newly finished, state of the art buildings, allowing for collaborative learning through interconnecting classrooms.

Our playgrounds are located across our multi-level site and students have access to a brand-new oval, peace garden and spectacular sporting stadium. We make extensive use of the Rosebud Foreshore and link in with our community through many learning opportunities.

We have a strong focus on developing happy, engaged, life-long learners through our embedded Wellbeing lense.

Our school offers a welcoming, safe and inclusive learning environment for all our students and their families. We employ a Restorative Approach when dealing with behavioural concerns and implement school-wide positive behaviour supports (SWPBS).

Rosebud Primary school has seen rapid growth in student enrolments over the past few years. We currently have a student population of 605 in April, 2023.

We have 71 employees; 3 principal class, 2 learning specialists, 33 full-time teachers, 8 part-time teachers, a full-time welfare officer, 3 office staff, 1 full-time first aid officer and 14 teacher aides, assigned to funded children and year level support. We also have 2 tutors supporting students requiring intervention and 1 maintenance person. The school currently has 28 home-rooms, operative in year level hubs.

The strength of our home / school partnership is strong. We have high levels of parent input and involvement. This partnership is celebrated and embraced as an important element of the school culture.

Our School Council has various strong sub committees including Parent's Association, Market Committee and Facilities Committee.

We run a Fathering Project and numerous whole school events for our community year-round. Our hardworking, committed fundraising team has enabled the purchasing of valuable resources, including our school bus which is accessible to all students.

We value all members of our school community and promote HEART in all that we do school-wide.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Throughout 2022, Rosebud Primary School had a dedicated focus on the statewide Key Improvement Strategy of 'Supporting both those who need extra support and those who have thrived, to continue to extend their learning, especially in numeracy'.

The school achieved this by:

- + Introducing Professional Learning Communities (PLCs) across the school to support teacher collaboration, professional development and data rich discussions to enhance learning outcomes for all students.
- + Supporting teachers with opportunities to moderate and discuss student growth to build curriculum knowledge and enable confidence with reporting.
- + Timetabling Collaborative Planning to support teacher collaboration with a focus on assessment, planning and differentiation.
- + Introducing 5-weekly monitoring in mathematics and English to track student growth and reflect on current teaching practices.
- + Developing the capacity of teachers to implement the school's agreed instructional models.
- + Embedding our whole-school instructional models in both mathematics and English.

- + Developing a weekly curriculum professional learning meeting dedicated to mathematics and English for all staff.
- + Employing a mathematics coach, available to all staff to complement our successful English coaching model.

The school's success in developing frameworks for 'Learning' is evidenced in the Performance Summary and measures against the targets set in our school's Annual Implementation Plan (AIP) / School Strategic Plan (SSP).

Regarding student Learning outcomes when measured against:

- Similar Schools and State Average, the school's Year 5 latest year performance exceeded in NAPLAN Top Three Bands for Reading.
- Similar Schools and State Average, the school's Year 3 latest year performance exceeded in NAPLAN Top Three Bands for Numeracy.

## Wellbeing

Throughout 2022, Rosebud Primary School had a dedicated focus on the statewide Key Improvement Strategy of 'Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'.

The school achieved this by:

- + Providing staff professional learning and development on our School Wide Positive Behaviour Support (SWPBS) framework, Rosebud Rising documentation and our Restorative Behaviour Model.
- + Enhancing and streamlining our referral and communications process with all staff.
- + Providing staff with professional learning and clarity around Individual Education Plans (IEPs), Student Support Groups (SSGs) and adjustments required to support diverse learners.
- + Employing a full-time Wellbeing coordinator to liaise with students, teachers, parents and the wider community.
- + Introducing targeted wellbeing groups for students at risk including high absenteeism students focusing on re-engagement.
- + Expanding our before / after school and lunchtime clubs program to cater for a range of student interests.

The school's success in Wellbeing is evidenced in the Performance Summary and measures against the targets set in our school's Annual Implementation Plan (AIP) / School Strategic Plan (SSP).

Regarding the school's Wellbeing outcomes as reported in the student Attitudes to School Survey (ATOSS), the school had a:

- 77.7% positive endorsement on the Sense of Connectedness factor (1.2% greater than Similar Schools)

## Engagement

Our focus for 2022, following from two years of interrupted learning was to ensure a successful return for all our students, providing them with the level of support required at point of need to re-engage through purposeful learning. We established an empowering learning environment to ensure all students had voice and agency in their learning.

The school achieved this by;

- + Re-engaging our community in celebrating student achievements through family nights, Fathering Project events and open classroom afternoons.
- + Continuing to embed and provide opportunities through Junior School Council and student leadership to ensure students have voice in whole-school decision making.
- + Re-introducing our camping program, onsite assemblies, incursions and excursions.
- + Implementing a tutor learning program to support student success in learning.
- + Creating a team supported by the Wellbeing officer to monitor high absenteeism in students.
- + Re-engaging students through successful morning programs and breakfast club.
- + Expanding our before / after school and lunchtime clubs program to cater for a range of student interests.

The school's success in Engagement is evidenced by the responses to the student Attitudes to School Survey:

- 93% positive endorsement of Grade 4 students on the Sense of Inclusion factor (3% greater than Similar Schools)
- 91% positive endorsement of Grade 6 students on the Sense of Inclusion factor (4% greater than Similar Schools)
- 91% positive endorsement of Grade 4 on the Differentiated Learning Challenge factor (3% greater than Similar Schools)
- 91% positive endorsement of Grade 6 on the Differentiated Learning Challenge factor (8% greater than Similar Schools)
- 85% positive endorsement of Grade 4 on the Stimulated Learning factor (4% greater than Similar Schools)
- 90% positive endorsement of Grade 6 on the Stimulated Learning factor (17% greater than Similar Schools)

## Financial performance

Rosebud Primary School finished the 2022 year with a 'planned deficit' in our Student Resource Package (SRP) of \$215K. However, we operated with an overall surplus with our cash at bank to continue to facilitate our programs and successful teaching model to provide exceptional learning opportunities for all our students. Our Parents Association, Market Committee and Outside School Hours Care (OSHC) supported our school during this year with profitable funds, including fundraising for a new junior playground to be constructed in 2023. 2022 saw the completion of our \$14M build which allowed for a new senior learning hub, STEM, Art center and stadium.

**For more detailed information regarding our school please visit our website at**  
[www.rosebudps.vic.edu.au](http://www.rosebudps.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 605 students were enrolled at this school in 2022, 321 female and 284 male.

1 percent of students had English as an additional language and 3 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).

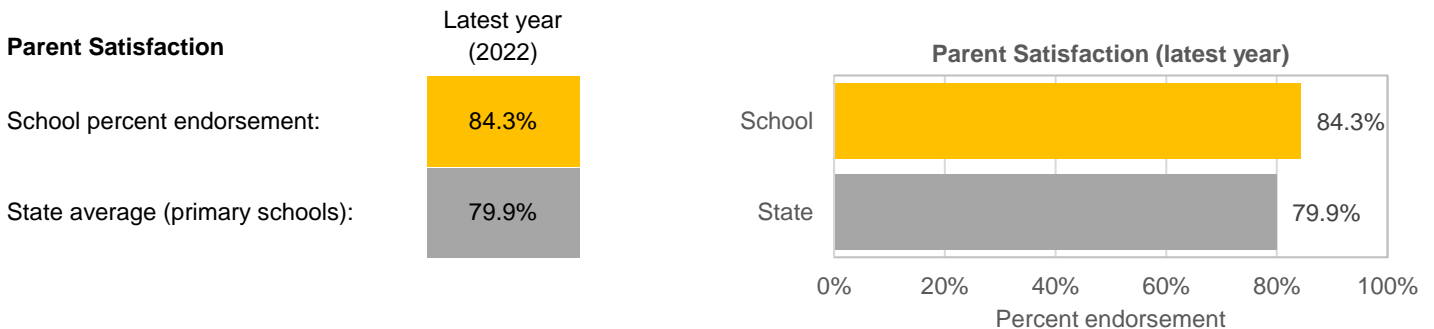
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### 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.

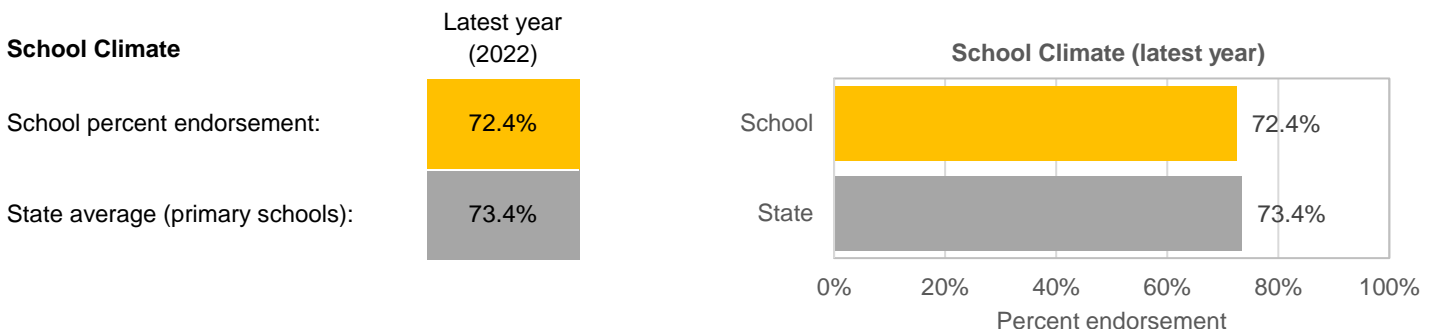


### School Staff Survey

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:

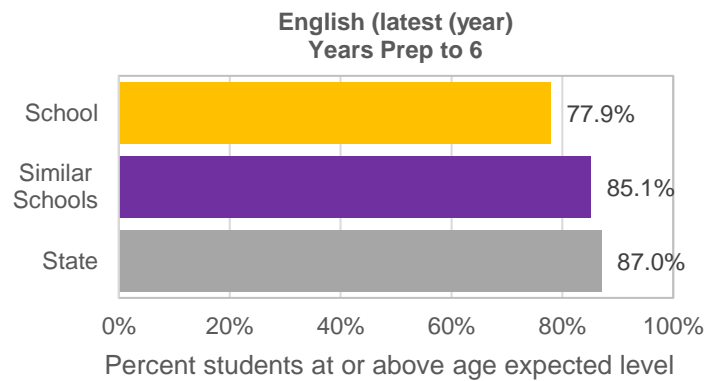
77.9%

Similar Schools average:

85.1%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

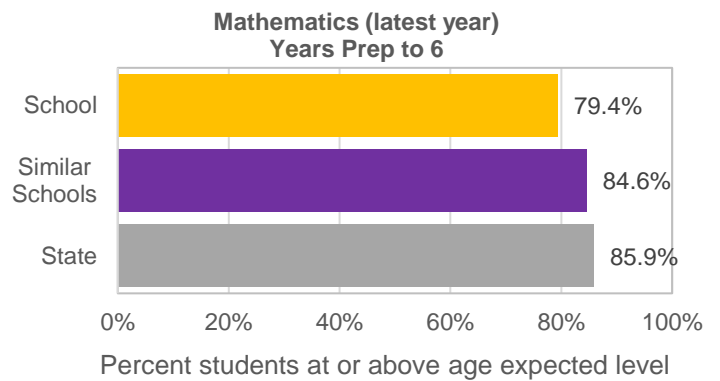
79.4%

Similar Schools average:

84.6%

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.

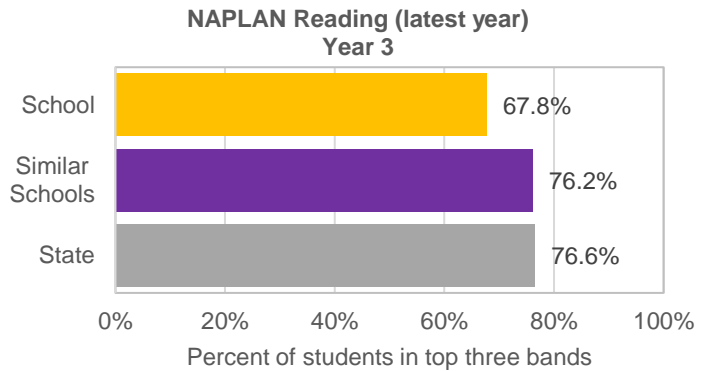
### NAPLAN

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.

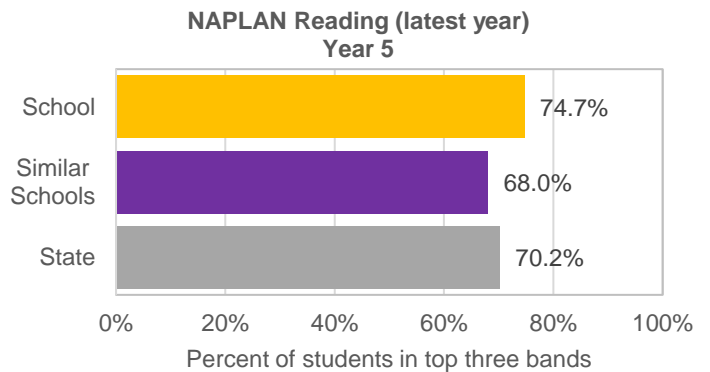
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.8%	76.6%
Similar Schools average:	76.2%	75.6%
State average:	76.6%	76.6%



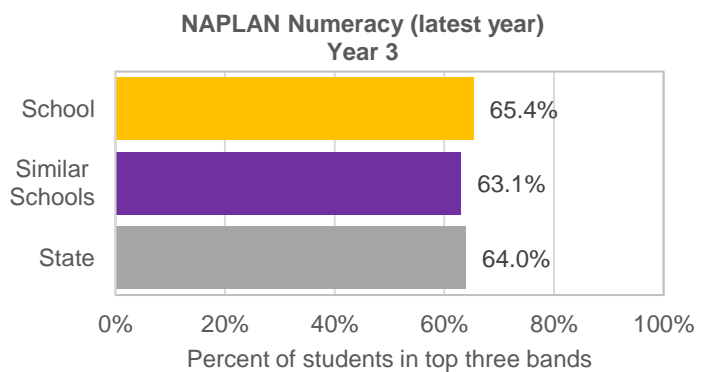
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.7%	74.5%
Similar Schools average:	68.0%	68.4%
State average:	70.2%	69.5%



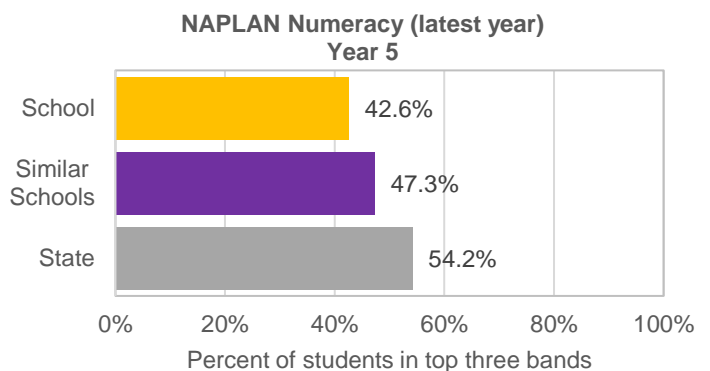
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.4%	71.3%
Similar Schools average:	63.1%	65.0%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.6%	54.8%
Similar Schools average:	47.3%	54.2%
State average:	54.2%	58.8%



## WELLBEING

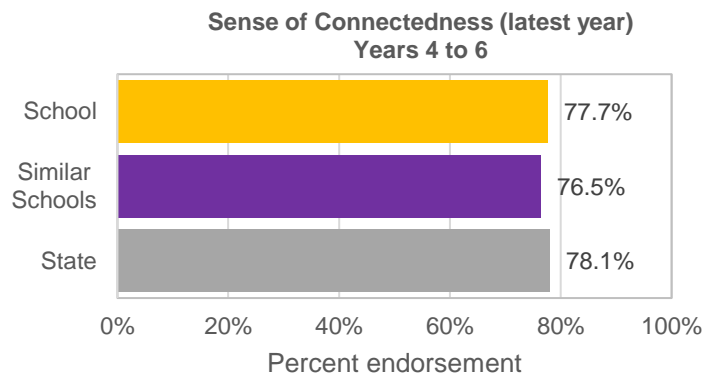
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	77.7%	83.3%
Similar Schools average:	76.5%	78.3%
State average:	78.1%	79.5%

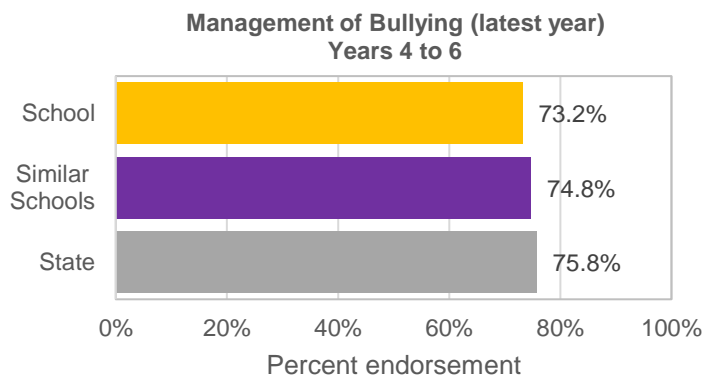


### Student Attitudes to School – Management of Bullying

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:	73.2%	81.1%
Similar Schools average:	74.8%	77.6%
State average:	75.8%	78.3%



## ENGAGEMENT

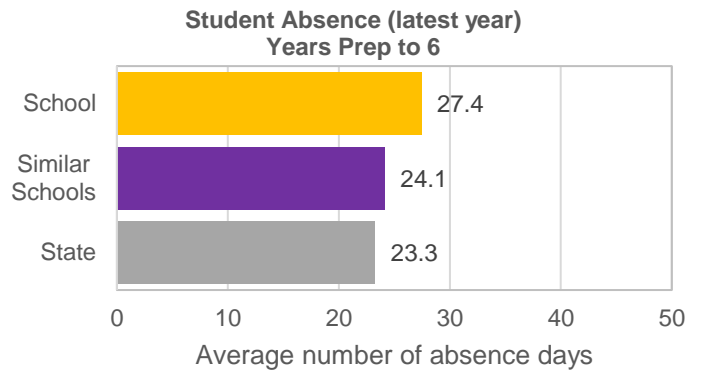
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	27.4	19.0
Similar Schools average:	24.1	17.4
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%	86%	87%	87%	86%	85%	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,585,744
Government Provided DET Grants	\$700,722
Government Grants Commonwealth	\$192,606
Government Grants State	\$0
Revenue Other	\$61,154
Locally Raised Funds	\$490,210
Capital Grants	\$19,909
<b>Total Operating Revenue</b>	<b>\$7,050,344</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$234,698
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$234,698</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,801,178
Adjustments	\$0
Books & Publications	\$580
Camps/Excursions/Activities	\$203,133
Communication Costs	\$9,798
Consumables	\$98,855
Miscellaneous Expense <sup>3</sup>	\$53,843
Professional Development	\$42,698
Equipment/Maintenance/Hire	\$130,217
Property Services	\$114,144
Salaries & Allowances <sup>4</sup>	\$140,389
Support Services	\$271,761
Trading & Fundraising	\$64,379
Motor Vehicle Expenses	\$5,382
Travel & Subsistence	\$968
Utilities	\$48,706
<b>Total Operating Expenditure</b>	<b>\$6,986,032</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$44,404</b>
<b>Asset Acquisitions</b>	<b>\$78,109</b>

- (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	\$1,739,838
Official Account	\$59,066
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,798,904</b>

Financial Commitments	Actual
Operating Reserve	\$181,223
Other Recurrent Expenditure	\$30,019
Provision Accounts	\$0
Funds Received in Advance	\$64,363
School Based Programs	\$120,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$251,635
Asset/Equipment Replacement < 12 months	\$319,895
Capital - Buildings/Grounds < 12 months	\$305,000
Maintenance - Buildings/Grounds < 12 months	\$90,000
Asset/Equipment Replacement > 12 months	\$300,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$120,000
<b>Total Financial Commitments</b>	<b>\$1,782,134</b>

*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.*