

2013 Annual Report to the School Community

River Gum Primary School

School Number: 5130



Name of School Principal:

Roma McKinnon

Name of School Council President:

Sherryn Dunmore

Date of Endorsement:

25 March 2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Our motto "Together we can for every child, every day, in every classroom" highlights a student focused culture of 21 century learning. Our school has a population of 471 students and located in Hampton Park, a suburb in Melbourne's south-eastern growth corridor approximately 10 kms from Dandenong. The school caters for a wide range of social, economic and cultural backgrounds. In 2013 the school leadership profile was two Principal class and three leading teachers. We had 35 fulltime staff and 10 Education support staff. 2013 was the first year River Gum Primary school received National Partnerships funding for Low SES and Literacy and Numeracy. In 2013 our SFO has risen significantly from .6442 to .7033. We have created an orderly learning environment by ensuring protocols and DEECD documentations were in place. A rigorous P&DC process ensured a re-culturing of the school. Subsequently in 2013 the focus was curriculum innovation to meet the needs of our developmentally vulnerable students.

In 2013 we entered a period of staffing stability. We used National Partnerships funding to build Leadership and Teacher capacity in Mathematics through a research partnership with RMIT in the "Big Ideas in Number". National Partnership funding allowed us to significantly focus on curriculum change in both Literacy(CAFÉ Daily 5 approach) and Numeracy(Big Ideas in Number). These curriculum approaches personalise the learning for our students. In addition we have implemented continuous assessment and reporting through the Ultranet reporting trial. We introduced GradExpert to track student data. We continued building our Stephanie Alexander Kitchen Garden and play group partnership with Chisholm. Strong community links continued to build through our successful Community Liaison events. We introduced our Engage with Asia cultural program (Mandarin). Our P&DC has been underpinned by John Hattie's Visible learning research. Our Leaders of Learning spend a timetabled 50% of their time in classroom support. Their focus is modelling and coaching directly related to A.I.P. goals. We use Effect Size formulas to measure teacher impact of student learning and we have begun to introduce multiple sources of feedback. We have made significant progress based on our Strategic plan outcomes related to National benchmarks. We expect to see the beginning of the impact of our exemplary curriculum compared to state-wide data.

At River Gum our students own their own learning and our teachers use their pedagogical knowledge to personalise learning. We value community relationships and reflection. Our core business is to teach literacy and numeracy.

Achievement	Engagement	Wellbeing
<p>2013 was the first year that River Gum PS had received National Partnerships Funding. This funding has been directly aimed at improving student learning outcomes. Teachers, students and parents at River Gum PS have established their understanding of an agreed whole school approach, to English and Mathematics. Purposeful assessment tools have been utilised by teachers to target specific instruction in the areas of Place Value, Trusting the Count, Multiplicative Thinking and Partitioning. The Daily 5 and CAFÉ model remains our preferred approach to English instruction. Students are engaged in independent work in the areas of Reading, Writing and Speaking and Listening. Teacher's conference with students daily to assess and set personalised learning goals. This has led to increased reading independence, the practice of specific reading strategies and modelled and targeted writing practices. Continuous reporting of student learning for parents is accessed online. This forum continues to support teachers and students in English and Mathematics practices. ABLES reporting has commenced for our PSD students. They are showing continued progress towards their Individual Learning Plans and goals. Our NAPLAN results have continued to improve throughout 2013. Our 'Relative Growth' indicates that;</p> <ul style="list-style-type: none"> - There is a downward trend in the number of students in the low band from 2011-2013, - There is an upward trend in the number of students in the medium band from 2011-2013 and, - We are higher than state medium growth in Grammar & Punctuation, Number, Reading and Spelling. 	<p>Students participate in the Stephanie Alexander Kitchen Garden where they design menus and prepare food from a variety of different cultures using produce from the school vegetable garden. The River Gum Community Liaison Team promote our school within the local community to showcase the achievements of our students. The Community Liaison Team have planned and supported community events that bring the wider community to our school such as 'Donut with Dad' and 'Meet and Greet afternoon'. Community links with the Smith Family 'Learning for Life' programs such as 'Student 2 Student' Reading program in partnership with Hampton Park Secondary School promote community connectedness. An important aspect of student engagement is our Multi-literacies program where students use modern ICT facilities and equipment. In our Performing Arts theatre we provide instrumental music and drama classes where students and teachers work collaboratively in a flexible learning environment. Our 'Student Voice' leadership team is a feature of our school with our students independently electing their team. Our students apply to lead whole school initiatives such as Kitchen Garden, Sports, Performing Arts and Community Liaison. Our whole school assemblies are led by our School Captains. Our average attendance rate for 2013 is 90% and we are close to the state average in relative growth. Students with excellent attendance are rewarded with a certificate and a cooking session at the end of each term. Students receive a book voucher for 100% attendance for the entire year. Students with over 10 day's absences are on Individual Attendance Plans.</p>	<p>In 2013, in partnership with Chisolm Institute, the River Gum Playgroup expanded. We now have over 70 families participating in playgroup. Playgroup offers opportunities for social and emotional development and play experiences that promote curiosity and exploration. Our Playgroup continues to grow and provides valuable links that support the Hampton Park community. Our Foundation teachers visit our local kindergartens and early learning centers to establish partnerships that support the transition of students from pre-school to school. Before beginning school, future Foundation students attend transition into school sessions which begin in Term 3. This introduces future students to the school community. River Gum recognises the importance of family-school partnerships. Parent workshops are conducted to develop relationships and to provide information. River Gum has continued to have a consistent approach to behaviour management and is implementing the KidsMatter framework with the support of staff engaging students in our whole school curriculum. In 2013, CASEA is provided a group program for families that focused on children's social and emotional wellbeing. Our whole school Transition program in Term 4 allowed teachers to observe student groups, gather assessment data and information. Our students get to know each other and their teacher before the commencement of the next year. Enrolment protocols have been established to ensure that students arriving throughout the year experience a positive and welcoming transition. Ongoing liaison with the Noble Park English Language School Casey Campus supports our new arrival students. We are working closely with the Hampton Park Secondary to implement our joint Performing Arts program. The Year Six Graduation highlighted the Transition into Secondary School. River Gum acknowledges our excellent student outcomes in 'Students Attitude to School' data with an increase in the Factor mean score from 2011 to 2013. We are above the state Factor mean score in 'Student Relationships', 'Wellbeing' and 'Teaching and Learning'.</p>

For more detailed information regarding our school please visit our website at <http://www.rivergumps.vic.gov.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 471 students were enrolled at this school in 2013, 228 female and 243 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Lower</p> <p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Lower</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>34%</td> <td>54%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>57%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>45%</td> <td>40%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>54%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>67%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	54%	12%	Numeracy	33%	57%	10%	Writing	45%	40%	15%	Spelling	25%	54%	21%	Grammar and Punctuation	21%	67%	13%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 790 1040 891"> <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>88 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	90 %	91 %	92 %	92 %	91 %	91 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	90 %	91 %	92 %	92 %	91 %	91 %										

Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary 2013

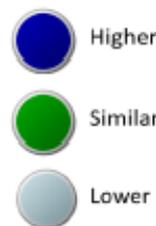
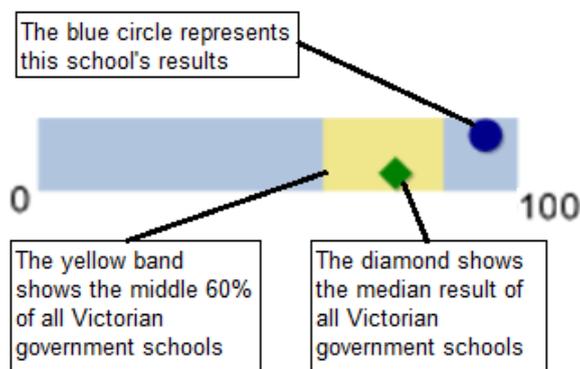
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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.

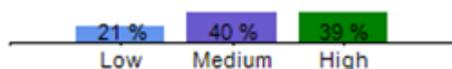
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$603,581
Government Grants Commonwealth	\$6,457
Revenue Other	\$58,876
Locally Raised Funds	\$129,235
Total Operating Revenue	\$798,150

Funds Available	Actual
High Yield Investment Account	\$66,360
Official Account	\$3,418
Total Funds Available	\$69,778

Expenditure	
Books & Publications	\$1,871
Communication Costs	\$16,047
Consumables	\$91,514
Miscellaneous Expense	\$154,850
Professional Development	\$15,106
Property Maintenance	\$326,190
Salaries & Allowances	\$118,085
Trading & Fundraising	\$13,968
Utilities	\$40,942
Total Operating Expenditure	\$778,574

Financial Commitments	
Operating Reserve	\$69,778
Total Financial Commitments	\$69,778

Net Operating Surplus/-Deficit **\$19,576**

Asset Acquisitions **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

**National Partnership 2013
Allocation**

Low SES School Communities	\$123,268
Improving Literacy and Numeracy	\$125,654

School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

National Partnership for Low Socio-Economic Status School Communities

Building leadership capacity (coaching, professional learning)

Building teacher capacity (in-school support/coaches)

Improved monitoring of student performance information

National Partnership for Empowering Local Schools

Not Applicable