

2014 Annual Report to the School Community

*A culture of trust
through
collaboration &
communication within
a professional
setting*



Name of School Principal: Mrs Roma McKinnon

Name of School Council President: Mrs Sherryn Dunmore

Date of Endorsement: School Council :17 March 2015

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 regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Our motto “Together we can for every child, every day, in every classroom” highlights a student focused culture of 21 century learning. River Gum Primary School is a large school with an enrolment of 473 students in 2015. It is located in Hampton Park which borders the South-Eastern growth corridor. Our student community comes from a wide range of social, economic and multi-cultural backgrounds. In 2014 students with English as an Additional Language (EAL) rose to 68%. In 2014 our SFO continued to rise from .7033 to .7212. We have created an orderly learning environment by ensuring VRQA protocols and DET documentations continue to be in place. In 2014 the school leadership profile was one Principal class and four leading teachers. We had 32 fulltime and 5 part time teachers and 18 Education support staff at varying time fractions. 2014 is now the second year River Gum Primary school has received National Partnerships funding for Low SES. In 2014 we entered a period of staffing stability with a high number of early career teachers (18 staff within their first 5 years of teaching).

The focus on **Teaching and Learning** at River Gum has been informed by the Direct Instruction research of Adams & Engelmann and the Visible Learning research of John Hattie. This evidence based research has enabled our school to develop and document an agreed “Curriculum Instructional Model”. In 2014 we participated in the AiTSL classroom continuum pilot and together with the rigorous Accountability of the 2014 Performance and Development Plans, we have shifted the focus to building teacher development and capacity to implement the curriculum changes. This will ensure **Purposeful Teaching** that meets the needs of our developmentally vulnerable students.

Moving forward with the change agenda that is informed by the research of John Kotter and “a sense of urgency” the school participated in the Bastow course “Coaching for Leadership teams”. As a result of this involvement, the School Improvement Team (SIT) was elected and established by staff. The work of the S.I.T. has provided a significant upward trend in the 2014 staff opinion survey. In 2014 our School Improvement Team have worked with all staff to develop a shared **Vision and Goals**. This has resulted in an agreed culture of trust through collaboration and communication within a professional setting. The S.I.T. are currently working with staff to develop the 2015 Action plan. This action plan will continue to underpin the schools culture. We have 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 has allowed us to significantly focus on curriculum change in both Literacy (CAFÉ Daily 5 approach) and Numeracy (Big Ideas in Number). These curriculum approaches have personalised learning for our students. We have continued with the Collaborative Teaching Teams ‘laser like’ focus on student learning data to inform teacher impact and instruction. In addition we have implemented continuous assessment and reporting practices that align with our preferred approach to personalised student learning. We introduced GradXpert to track student data to a limited degree of success.

We continued building our Stephanie Alexander Kitchen Garden and Playgroup partnership with Chisholm. Strong community links continue to be built through our successful Community Liaison events. We introduced our Engage with Asia cultural program (Mandarin) and Cultural Art program within the Junior area of the school.

Staff Performance Plans are underpinned by the AITSL standards and classroom continuum. The focus of the performance plans were directly related to the 2014 A.I.P. goals. Staff use Effect Size formulas to measure teacher impact on student learning, based on the work of John Hattie and staff have begun to introduce multiple sources of feedback on teaching and student learning. Data indicates that we have made significant progress based on our Strategic plan outcomes related to National benchmarks.

The successes and the impact of our exemplary curriculum compared to state-wide data have been confirmed by the “relative gain” in student learning growth to “similar” school comparisons by Year 5 in Reading and Numeracy. This is outlined and indicated in this 2014 Annual Report.

At River Gum our students own their 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

Throughout 2014 River Gum Primary School utilised the National Partnerships funding to address the educational needs of all students. Improving student learning outcomes through literacy and numeracy strategies and adapting current approaches through data based evidence, informed all decisions made by both staff and leadership members. The Big Ideas in Number continued to be implemented by teachers across the school. Tracking student learning through the use of Instructional Logs allowed teachers to cross-correlate with AusVELS and identify areas of future focus. Students continued to develop personal math learning goals and conference weekly, either individually or in strategy groups, with teachers.

The Daily 5 and CAFÉ model to literacy has continued to be the preferred approach. Teachers and students have continued to engage in individual goal setting as well as small group strategy lessons and individual conferencing. Teachers have begun to adapt the writing component of Daily 5 to better meet the individual learning needs of students. Wall stories, writer's notebooks and writers workshops have started to increase student engagement and independence in writing.

Continuous reporting to the parent community has continued to support, students, teachers and parents to monitor and track student achievement and growth. ABLES reporting has continued to be our preferred approach to track PSD student growth.

Teacher judgments in AusVELS continues to be 'Similar' in comparison to all Victorian schools.

In year 3, NAPLAN results remain 'Lower' in both Reading and Mathematics compared to the state however, we remain consistent with our matched school cohort ('Like' school group). By year 5, 2014 NAPLAN results indicate a growth in relative gain to 'Similar' across the state for both Reading and Mathematics.

NAPLAN indicates a significant upward inclination in both Reading and Mathematics data for both Year 3 and 5 over the five year trend. Effect Size growth (using research by Professor John Hattie) supports this continued growth in Reading and Mathematics data.

Engagement

Students participate in the Stephanie Alexander Kitchen Garden where they Grow, Harvest, Prepare and Share 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 'Reporting, Games, Playing and Snack afternoon' and 'Amazing Race challenge' for Father's Day. Parent attendance rates at these events continue to be well supported.

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.

The school takes great pride in its strong Specialist Programs. The opening of a Science and eLearning discovery centre as a Specialist Program in 2014, has raised the profile of science throughout the school and into the wider community. Students have become more curious and passionate about what they are learning. The diversity in learning we offer through Performing Arts, Multi-Literacies, Filmmaking, Music and Drama from Foundation to Year 6 are showcased in our 500 seat River Gum Performing Arts Centre. In our Performing Arts theatre we provide instrumental music and drama classes where students and teachers work collaboratively in a flexible learning environment. An important aspect of student engagement is our Multi-literacies program where students use modern ICT facilities and equipment. We also have a strong relationship with "The Noble Park English Language school" and encourage their students to participate in community events, assemblies and sporting events run by River Gum.

Our 'Student Voice' leadership team is a feature of our school with our students independently electing their team and planning events for the whole school. 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 2014 is 90% and we are close to the state average in relative growth. Students with excellent attendance are rewarded with a certificate and a reward at the end of each term. Students receive a voucher for 100% attendance for the entire year. Students with over 10 day's absences are on Individual Attendance Plans.

Wellbeing

In 2014 our partnership with Chisholm Institute continued, working together to grow the River Gum Playgroup. We have a large number of families that access and participate in our playgroup each week. 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.

Transition into our school is offered all year around through the STAR (School Transition At River Gum) program which promotes early connections and relationships between community and school. STAR provides experiences which prepare children for school. This is combined with formal transition sessions beginning in Term 3 organised by our Foundation teachers.

River Gum has continued to have a consistent approach to behaviour management and has implemented the KidsMatter framework with the support of staff, engaging students in our whole school curriculum. Our whole school Transition program in Term 4 allowed teachers to observe student groups, gather assessment data and information. This also allows teachers and students to begin building relationships with each other.

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'. Students requiring extra transition support had fortnightly visits to Hampton Park Secondary from Term 3 to develop relationships and awareness of High School programs. All Year 6 students attending H.P.S.C. participated in a number of transition sessions. The School Improvement Team (SIT) has facilitated the implementation of a culture that encourages staff to collaborate and communicate with a professional setting. Giving all staff members a voice.

Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

In 2014 to support improved student learning outcomes and achieve our goals and targets, we used low SES funding to identify and address students with additional needs in English and Mathematics. We established a SWAN (students with additional needs program) and allocated three full time staff to this role. S.W.A.N. instruction occurs daily in the form of small strategy groups.

We utilize E.A.L. (English as an additional Language) funding to reduce our class sizes to approximately 22 students in each class across the school.

We offer a wide range of specialist programs with a focus on enriching learning experiences and enhancing speaking and listening in all students. There is a strong curriculum emphasis in oral language during Reading and Writing instruction.

Accessing Resources and professional opportunities is to build teacher capacity in both literacy and numeracy. BASTOW courses and in-school professional learning has been a focus during 2014.

During 2014 we improved our school grounds by installing perimeter fencing and upgrading our Junior playground. We continue to involve community partnerships with the women's friendship café, Chisholm Institute and pre-service teachers from local universities.




Successful productivity outcomes exist when a school uses its resources - people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities - to the best possible effect and in the best possible combination.

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: 

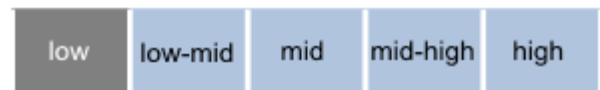
School Profile

School Enrolments

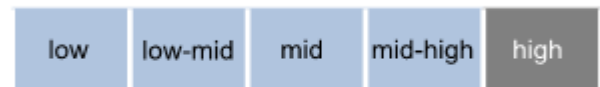
A total of 459 students were enrolled at this school in 2014, 232 female and 227 male.

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.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



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>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> Similar</p> <p> Similar</p> <p> Similar</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 Learning Gain 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>59%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>40%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>31%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>49%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	59%	11%	Numeracy	33%	50%	17%	Writing	44%	40%	16%	Spelling	36%	31%	33%	Grammar and Punctuation	25%	49%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1034 920"> <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>90 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	90 %	91 %	92 %	90 %	90 %	91 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	90 %	91 %	92 %	90 %	90 %	91 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

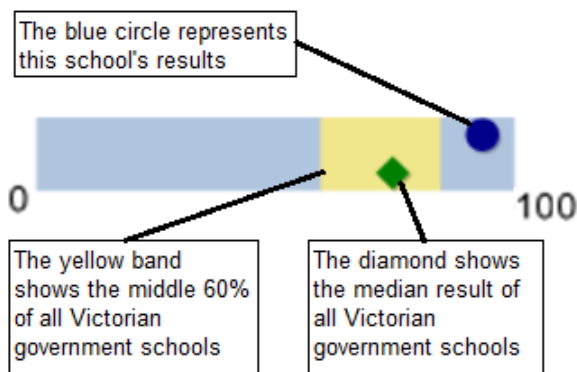
What are student outcomes?

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.

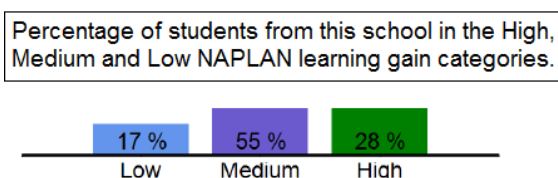
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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 learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$3,772,763
Government Provided DE&T Grants	\$649,008
Government Grants Commonwealth	\$4,650
Government Grants State	\$21,756
Revenue Other	\$47,863
Locally Raised Funds	\$190,142
Total Operating Revenue	\$4,686,182

Funds Available	Actual
High Yield Investment Account	\$60,574
Official Account	\$6,212
Total Funds Available	\$66,786

Expenditure	
Student Resource Package	\$3,608,983
Books & Publications	\$17,558
Communication Costs	\$24,236
Consumables	\$84,689
Miscellaneous Expense	\$206,882
Professional Development	\$19,646
Property and Equipment Services	\$351,749
Salaries & Allowances	\$129,605
Trading & Fundraising	\$19,052
Travel & Subsistence	\$173
Utilities	\$33,125
Total Operating Expenditure	\$4,495,697

Financial Commitments
Total Financial Commitments

Net Operating Surplus/-Deficit	\$190,485
Asset Acquisitions	\$0

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

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

[Insert financial commentary here]