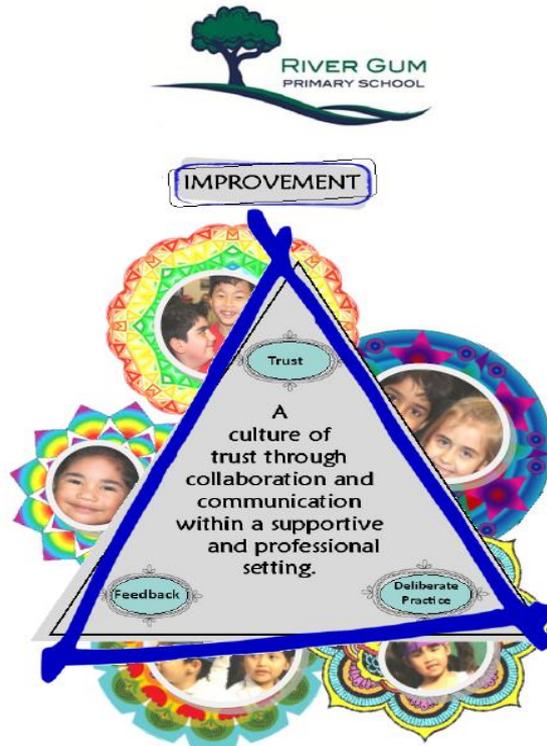


2015 Annual Report to the School Community

River Gum Primary School

School Number: 5130



"A Kaleidoscope of learners"

Name of School Principal:

Roma McKinnon

Name of School Council President:

Vicky Methven

Date of Endorsement: 22/3/2016

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 2015.

About Our School

School Context

In 2015 River Gum Primary School completed a Peer Review. Our Peer review was led by the school reviewer Ms Yvonne Watts who facilitated the School Improvement Team and Executive leadership team through a year of self-evaluation. After extensive consultation with students, staff and community the Schools new Strategic Plan 2015-2019 was ratified at School Council in December 2015 and approved by the Regional Director in December 2015.

The schools enrolments have increased from 473 in 2015 to 510 in 2016.

The Review report indicated that increasing mobility of the cohort has the potential to impede student learning outcomes and is a challenge the school faces.

Student enrolments are drawn from the local community and reflect the changing demographics of Hampton Park in terms of socio economic indicators and families from a non-English speaking background. Currently 73% of the enrolled students are from a non-English speaking background; this represents an increase of 24.0% over the past 4 years. 44 different languages are spoken in the homes of River Gum Primary School students; Dari, Hindi and Khmer being the languages students are predominantly immersed in. Of the non-English speaking background cohort, only 48% of students come from homes where English is spoken as the first language.

A whole school approach to the teaching of English through the Daily 5 and CAFE framework is used as part of everyday routines. The strategies fundamental to these programs have assisted the implementation of independent and personalised learning. Similarly, a whole school approach to Writing is in the process of implementation. The Big Ideas in Number was adopted two years ago and it too has increased teachers' knowledge and skills so that this discipline is now personalised for students in all classes.

The development of a diverse suite of specialist classes designed to offer new and varied experiences is successfully engaging for many students. Music, Performing Arts, Kitchen Garden and Engage with Asia deliver diversity whilst focusing on developing Speaking and Listening and Writing competencies. Student Voice, by way of a student leadership group has had the desired effect of enhancing student centred learning. The Student Voice team have become a very active working party within the school. They have been active, confident participants in numerous events such as; the school review day, school community events, whole school assemblies, I Sea I Care, careers expo and fundraising events.

River Gum Primary School is in a stable period of strong, dedicated and professional leadership which has brought about significant change in school climate over recent years. There is an entrenched culture of distributive leadership with students at the centre of all conversations, decisions and allocation of resources. There is a commitment to building leadership capacity at all levels within the school and an emphasis on individual and collective accountability. In addition to the Principal, the school currently has one Assistant Principal and four Leading Teachers who work consultatively with teams, such as the School Improvement Team, to further the achievement, wellbeing and engagement of students and progress the school's strategic direction. There is a pervading commitment to professional growth and personal accountability with staff. Their agreed intention is encapsulated in their motto *"A culture of trust through collaboration and communication within a supportive and professional setting"*.

The school recognises the importance of research based frameworks for the design and delivery of all aspects of teaching and learning. The consistent and universal application of the curriculum is pivotal in preparing River Gum Primary School students for the 21st century. River Gum has an excellent foundation on which to build from as it faces the challenges of full engagement from its diverse community in the education partnership. A culture of consistency in practice and high expectations for all students creates the platform for transforming the learning culture and ethos at River Gum.

Staff Performance Plans are developed using the AITSL standards and supported by the Classroom Practice Continuum. Peer to Peer observations were developed in 2015 as a means of improving teacher capacity through feedback. The focus of the performance plans was directly related to the 2015 AIP goals. In 2015 River Gum Primary School introduced a Students With Additional Needs program (SWAN). This program was significantly resourced by both teachers and ES staff. Effect size data measured the high impact of this program on student learning outcomes.

The successes of our exemplary curriculum approaches compared to state-wide data have been confirmed by the "relative gain" in student learning growth to "similar" school comparisons in Year 5 for the areas of Reading and Numeracy. This is outlined and indicated in this 2015 Annual Report.

Achievement

During the course of the 2015 academic school year, River Gum Primary School continued its commitment to improve student learning outcomes across the areas of English and Mathematics. The initiatives and approaches adopted by River Gum align with the DET's 'Education State' release in June 2015. The National Partnerships funding River Gum Primary School received in 2015 was instrumental in providing the human resources necessary to effectively address the educational needs of all students. Decisions that were made by either staff or leadership members aligned to current DET initiatives as well as the Strategic Plan and concurrent Annual Implementation Plans.

Throughout 2015, River Gum Primary School took part in a vigorous school review. All aspects of the curriculum and teacher practice were thoroughly analyzed, reviewed and reflected upon. The approach to 'Best Practice' continued with the Daily 5 and CAFÉ model where individual goals were personalized at the point of cognitive challenge for students. Teachers commenced their professional learning in the writing approaches of Lisa Keskinen's Writers Workshop and Writer's Notebooks. Classroom applications of these approaches met the individual needs of students and promoted increased student engagement and writing independence.

The Big Ideas in Number continued to be implemented by teachers across the school. Students, along with teachers, maintained consistency in setting personalized and challenging learning goals through individual conferencing and/or strategy groupings. Teachers were able to use a Continuum Tracker to identify what students were able to achieve and the trajectory of subsequent steps in their learning.

The manner in which teachers reported to the parent community continued to provide them with current monitoring of student achievement and growth, consisting of both formal and informal reporting processes. ABLES reporting has continued to be River Gum Primary Schools preferred approach to track and monitor the progress of growth for PSD students.

River Gum Primary School's Teacher judgments against AusVELS, continues to be 'Similar' in comparison to all Victorian Schools in both English and Mathematics. Year 3 NAPLAN results were 'Lower' in Reading and Mathematics compared to the state median for the 2015 school year. Year 5 NAPLAN results reveal that students continue to be 'Similar' in comparison to the 2015 state median.

The NAPLAN school performance summary acknowledges the learning gain made by River Gum Primary School students in Reading, Writing and Numeracy. During 2015, there was a significant shift in the percentage of students performing at the 'Medium' band that have moved towards the 'High' band. Agreed school wide assessment practices such as Effect Size (using research by Professor John Hattie), Big Ideas in Number and Teacher Moderation, support the continued growth and development of student learning outcomes.

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 promotes our school within the local community to showcase the achievements of our students. The Community Liaison Team planned and supported community events that bring the wider community to our school such as 'Reporting afternoon', 'Footy draft day' and 'Crack the code for numeracy' and a 'Love Songs dedication' concert for Mother'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. Let's Count a numeracy program for the younger years and Toastmasters which supports and builds leadership skills.

The school takes great pride in its strong Specialist Programs. In 2016 Science will be rolled out for all students from Foundation to grade 6. Students have become more curious and passionate about what they are learning. The diversity in learning we offer through Performing Arts, Engaging with Asia, Music and PE 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 where students and teachers work collaboratively in a flexible learning environment. 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 average attendance rate for 2015 is similar to the state. Students with excellent attendance rates will be rewarded in various ways. Students who have over days of absenteeism will be on an attendance plan.

Wellbeing

In 2015 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 round 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 organized in junction with our Foundation teachers.

River Gum has continued to have a consistent approach to behavior management and has implemented the KidsMatter framework (Component 1) 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 ready for the 2016 school year. 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.

Students requiring extra transition support to Secondary school had fortnightly visits to Hampton Park Secondary from Term 3 to develop relationships and awareness of Secondary School programs. All Year 6 students attending HPSC participated in a number of transition sessions.

In 2015 River Gum Primary employed a 0.4 psychologist to assist in identifying students at risk, academically, socially and emotionally. This led to a continuation of close links with Student Support Services to further enhance social and emotional wellbeing of our student population. A weekly wellbeing meeting was held to discuss students at risk with key personnel.

The School Improvement Team (SIT) has continued to facilitate the implementation of a culture that encourages staff to collaborate and communicate within 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 2015 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 continued a SWAN (students with additional needs) program and allocated three full time staff to this role. SWAN instruction occurs daily in the form of small strategy groups.

We utilize EAL (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 2015.

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>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 473 students were enrolled at this school in 2015, 226 female and 247 male. There were 51% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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.



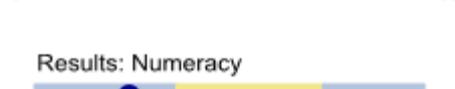
Performance Summary

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

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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

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

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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>32%</td> <td>47%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>43%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>40%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>34%</td> <td>47%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>42%</td> <td>49%</td> <td>8%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	47%	21%	Numeracy	33%	43%	24%	Writing	39%	40%	21%	Spelling	34%	47%	19%	Grammar and Punctuation	42%	49%	8%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 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>92 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	92 %	93 %	94 %	93 %	93 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	92 %	92 %	93 %	94 %	93 %	93 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary

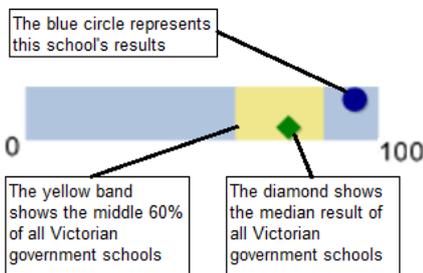
What are student outcomes?

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.

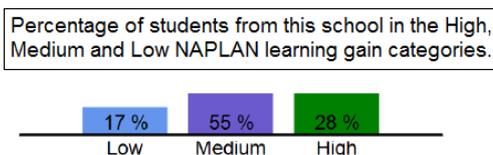
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

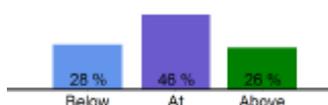


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* 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.

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, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,130,759	High Yield Investment Account	\$91,927
Government Provided DET Grants	\$618,143	Official Account	\$7,955
Government Grants Commonwealth	\$4,400	Total Funds Available	\$99,882
Government Grants State	\$4,192		
Revenue Other	\$53,547		
Locally Raised Funds	\$121,214		
Total Operating Revenue	\$4,932,256		
Expenditure		Financial Commitments	
Student Resource Package	\$3,980,442	Operating Reserve	\$99,882
Books & Publications	\$2,036	Total Financial Commitments	\$99,882
Communication Costs	\$16,345		
Consumables	\$96,070		
Miscellaneous Expense	\$181,750		
Professional Development	\$23,117		
Property and Equipment Services	\$304,327		
Salaries & Allowances	\$152,735		
Trading & Fundraising	\$14,682		
Utilities	\$45,689		
Total Operating Expenditure	\$4,817,193		
Net Operating Surplus/-Deficit	\$115,063		
Asset Acquisitions	\$20,848		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

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.

Financial performance and position commentary

2015 was our school review year and we undertook a school self-evaluation. We addressed the financial performance of the school through the productivity section of the self-evaluation which was optional. In 2015 a school productivity document was published to clarify the use of school resourcing linked to the 2015 Annual Implementation Plan. In 2015 there was a D.E.T. school financial audit. The final report of the financial audit is still pending.