

# 2016 Annual Report to the School Community



School Name: William Ruthven Primary School

School Number: 5544



Name of School Principal:

Allan Waterson

Name of School Council President:

Christine Crosta

Date of Endorsement:

24<sup>th</sup> April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

William Ruthven Primary School is situated in the northern suburb of Reservoir and at the end of 2016 had a student enrolment of 230. Throughout this period of growth the student population has been somewhat transient. The student population has continued to grow with this trend set to continue. A very positive learning environment has been created with the school values of Respect, Confidence and Compassion embedded into the ethos of the school.

The School's Student Family Occupation density in 2016 is .7390 with a SFOE Index of 0.5988, with 37% of students from a Language Background Other than English.

The school is ethnically and culturally diverse with eighteen nationalities represented. 2016 saw the introduction of the 'Breakfast Club' where students could come to school and have breakfast before they started their school day. An average of 18 students attended on any given day.

In the first semester of 2016 the school undertook the writing of a School Strategic Plan for the period 2016-2019. The Strategic plan was developed as a result of a school review undertaken in November 2015.

The school is focussed on ensuring that all students are literate, numerate and curious learners and this is embedded in our school vision: To develop literate, numerate and curious learners that are enabled and ready for each stage of their education. The school values of Respect, Confidence and Compassion are embedded into the school culture and community and are practiced by all at William Ruthven Primary School. The school promotes a strong sense of community awareness, independence and responsibility in its students. Parent involvement plays an important role at William Ruthven Primary School and parents are encouraged and supported to be involved in the school in any way possible.

With DET funding for the Specialist Science Teacher Initiative concluding at the end of 2015, School Council identified the importance of this initiative and committed to continue the program in 2016, through school based funding. Two .5 Science teachers have been appointed to the school, one working in the F-2 area and the other in the 3-6 area. A dedicated Science room has been established to ensure Science is a priority.

At William Ruthven Primary School we are committed to providing a learning environment where high expectations and a safe orderly learning environment are a part of everyday life. Education is seen as a partnership between home and school, so together a stimulating learning experience for all students is achieved.

William Ruthven Primary School currently meets all VRQA registration requirements, having completed and submitted the Child Safe Standards requirements in late 2016. The staff at William Ruthven PS passionately believe in the potential of every student to achieve their best and to be their best. Our learning environment encourages each student to be confident and committed to achieving their potential. Every child's education is tailored and structured to their personal needs. Learning experiences are engaging, relevant, provides challenges and are achievable. The school has in total 20.30 equivalent full-time staff, 2 Principal class, 15.0 Teachers and 3.3 Education Support staff all of whom are registered with VIT or have WWC certificates.

### Framework for Improving Student Outcomes (FISO)

#### **Curriculum planning and assessment.**

Activities undertaken to enhance this initiative include: Development of a School Strategic Plan encompassing recommendations from review and education state initiatives. Building consistency of practice across the school to lower instances of school variation. This will be achieved through involvement in the Curiosity and Powerful learning program facilitated by McRel International. Implement the Theories of Action as identified as part of our involvement in the Powerful Learning Initiative. Transitioning to the Victorian curriculum, development of a whole school approach to the teaching of writing and spelling in line with the Victorian curriculum. Revise assessment schedule, whole school PD on data analysis forensic analysis of NAPLAN and On Demand data to identify strengths and weaknesses of cohorts.

#### **Building Leadership teams**

Activities undertaken to enhance this initiative: Building effective school teams that drive school improvement through adopting shared protocols, reflective practice and use of data. The Leadership team and potential leaders were involved in Bastow leadership courses and undertook school based action research projects leading to improved teacher capacity and student outcomes. Peer observation protocols were established and a peer observation cycle was developed and implemented where all staff were involved.



## Achievement

To improve teaching and learning we will continue teacher professional learning directed at improving leadership and teacher capacities through the development of a personalised learning approach for all students. A documented personalised learning pedagogy developed by the school ensures consistency of practice and understanding across all year levels and staff. Staff are making greater use of cohort and individual data to inform teaching practice. Planning and preparation of work is based around collective and individual student data.

A deep analysis of the 2016 NAPLAN data indicates that year 5 students are at expected level in reading and at a higher than state level for numeracy. The relative growth of students from year 3 to year 5 in the area of numeracy was well above the state average and slightly below the state average in reading. Year 3 NAPLAN data indicates an improvement in all area compared to 2015 data. There is an upward trend in student performance in all areas of the NAPLAN data.

An analysis of the NAPLAN data and school based data indicate that the focus on best practice strategies in the teaching of mathematics has helped build teacher capacity leading to improved student outcomes. The work undertaken with Rob Vingerhoet (Maths consultant) the previous year is currently being embedded into the pedagogy of the school. Staff are now utilising open ended maths task to engage students at all ability levels

Teachers are differentiating their planning to cater for individual and group needs, ensuring that the specific needs of the students are being met by differentiating. Students below the expected level and student above the expected level are having their learning needs addressed with a personalised program.

We will continue to personalise learning in order to cater for individual student needs.

The Science Teacher Initiative continued in 2016 at William Ruthven Primary School. Two specialist science teachers worked with students in building capacity and understanding in the teaching of science across the school. The school has made a firm commitment to the teaching of science and has a dedicated science room where all students attend on a weekly basis. All students attended the science specialist room for one hour per week where science is directly linked into their numeracy and literacy development. School Council has made a commitment in 2016 to continue the program through school funds.

2016 saw William Ruthven Primary School continue being involved in the Powerful Learning and Teaching initiative through the McRel foundation. This is a three year commitment undertaken by the school. The focus for 2016 was on building teacher capacity in the delivery of a peer observation strategy across the school. A focus on learning intentions and success criteria has led to improved students outcomes.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

## Engagement

Student absences and late arrivals were identified at the commencement of 2016 as an area of continued concern. Practices and processes were put into place to support families in ensuring their child comes to school and arrives on time. The overall average student absence rate increased slightly from 2015 (20.17 days to 20.85 days). An analysis of individual and group data indicated that Year 5 and Year 6 absence data increased significantly (year 5 18.51 to 22.79 days, year 6 17.76 to 21.37 days).

Student absences can be categorized into two categories. 1. Special cause absences where there are special extenuating circumstances accounting for the students absence, these may include extended holidays overseas, family trauma and dysfunctional family settings etc. 2.Common cause absences such as general illness.

School based records also show a marked decline in late arrivals across all year levels. Further work on student absence and late arrivals will continue in 2017 to ensure high attendance becomes a part of the school culture.

An analysis of school data indicates that extended family holidays, illness and unexplained absences were the main reasons recorded for student absences. A key focus for 2017 will be to ensure that parents provide adequate reasons for their child's absence. Our school also demonstrates a high mobility rate with quite a number of families commencing at William Ruthven PS throughout the year and a number of families also leaving the school.



## Wellbeing

The 2016 Student Attitude to School Survey and the Parent Opinion Survey have demonstrated a continued strong performance

The Attitude to School Survey indicates that students are connected to their peers (4.09 on a 5 point scale) and the school (4.13 on a five point scale). There is high student morale (5.16 on a 7 point scale). The students also believe they are motivated to learn (4.51 on a 5 point scale) the teachers are effective (4.12) and display empathy towards the students (4.13).

We continue to work to develop a consistent approach to behaviour management and student feedback across the school and to build the capacity of staff to implement teaching and classroom management strategies that support an engaging, safe and rigorous learning environment.

The Kidsmatter survey continued in 2016 for students in years 1-4. The data gathered from this survey helps us to support all students throughout the school

2017 will see the introduction of the Berry Street Education Model. A trauma informed approach to supporting students. This is a two year programme that will help develop resiliency amongst our students.

For more detailed information regarding our school please visit our website at [www.williamruthvenps.vic.edu.au](http://www.williamruthvenps.vic.edu.au)



## 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.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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	
<p><b>Enrolment Profile</b></p> <p>A total of 220 students were enrolled at this school in 2016, 108 female and 112 male. There were 36% of EAL (English as an Additional Language) students and 9% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</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><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: grey; font-size: 24px;">●</span> Lower</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: grey; font-size: 24px;">●</span> Lower</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px; font-weight: bold;">●</span> Higher</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>43%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>57%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>59%</td> <td>5%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>48%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	43%	17%	Numeracy	9%	57%	35%	Writing	36%	59%	5%	Spelling	24%	52%	24%	Grammar and Punctuation	33%	48%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	39%	43%	17%																							
Numeracy	9%	57%	35%																							
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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><b>Average Number of Student Absence Days</b></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 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>87 %</td> <td>90 %</td> <td>91 %</td> <td>89 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	90 %	87 %	90 %	91 %	89 %	89 %	<p style="text-align: center;"> <span style="background-color: #c0c0c0; border-radius: 50%; width: 20px; height: 20px; display: inline-block; margin-right: 5px;"></span> Lower                     </p> <p style="text-align: center; margin-top: 20px;"> <span style="background-color: #c0c0c0; border-radius: 50%; width: 20px; height: 20px; display: inline-block; margin-right: 5px;"></span> Lower                     </p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	90 %	87 %	90 %	91 %	89 %	89 %										



## 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><b>Students Attitudes to School - Connectedness to School</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

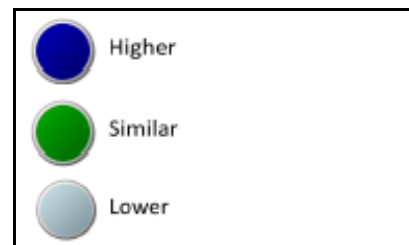
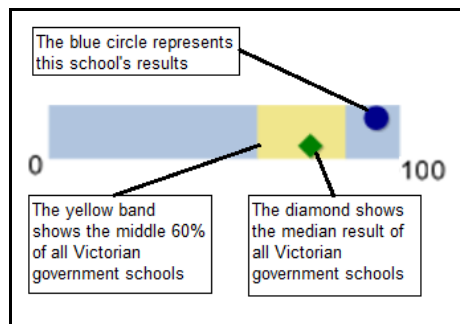
## What are student outcomes?

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, P-12 and specialist schools, 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.

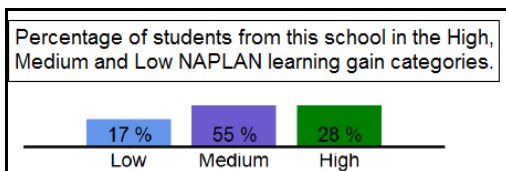
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## 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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,872,911
Government Provided DET Grants	\$368,614
Government Grants Commonwealth	\$9,056
Revenue Other	\$6,919
Locally Raised Funds	\$118,704
<b>Total Operating Revenue</b>	<b>\$2,376,202</b>

Expenditure	
Student Resource Package	\$1,923,922
Books & Publications	\$5,836
Communication Costs	\$5,713
Consumables	\$56,029
Miscellaneous Expense	\$92,877
Professional Development	\$10,225
Property and Equipment Services	\$135,654
Salaries & Allowances	\$22,446
Trading & Fundraising	\$67,455
Travel & Subsistence	\$76
Utilities	\$18,966

**Total Operating Expenditure** **\$2,339,199**

**Net Operating Surplus/-Deficit** **\$37,003**

**Asset Acquisitions** **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$313,752
Official Account	\$12,038
Other Accounts	\$460
<b>Total Funds Available</b>	<b>\$326,249</b>

Financial Commitments	
Operating Reserve	\$58,030
Asset/Equipment Replacement < 12 months	\$79,257
Maintenance - Buildings/Grounds incl SMS<12 months	\$11,642
Revenue Received in Advance	\$16,820
School Based Programs	\$104,500
Repayable to DET	\$56,000
<b>Total Financial Commitments</b>	<b>\$326,249</b>

The school has met all its financial compliance and managed all funds via a sub-committee of School Council and ratified at regular Council meetings. All funding for students on the register for PSDMS was expended on Staffing, professional development, programs and resources to support students. The year concluded with the Staffing budget returning a small deficit.

*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.*