

2015 Annual Report to the School Community

William Ruthven Primary School

School Number: 5544



Name of School Principal: Allan Waterson

Name of School Council President: Christine Crosta

Date of Endorsement: 19th April 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

William Ruthven Primary School is situated in the northern suburb of Reservoir and at the end of 2015 had a student enrolment of 233. 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 2015 is .7402 which has been a slight increase since 2012, with 52% of students from a Language Background Other than English.

The school is ethnically and culturally diverse with eighteen nationalities represented.

In August – September 2015 the school undertook a school self-evaluation in preparation for a priority review which was held in November 2015. The priority review involved external reviewers. The school self-evaluation and review identified strengths and areas for improvement which will form the framework for the new school strategic plan to be written in Semester 1 2016

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. In 2015 William Ruthven PS received funding to continue its involvement in the Specialist Science School Initiative. 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. 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 19.92 equivalent full-time staff, 2 Principal class, 14.8 Teachers and 3.12 Education Support staff all of whom are registered with VIT or have WWC certificates.

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 forensic analysis of the Year three NALAN data indicates that the year three students are operating at a level slightly lower than that of similar schools. Year five NAPALN data indicates that students have made up ground and are operating at a similar level to like schools. The three year trend for year five data is indicating an upward trend.

An analysis of the NAPLAN data and school based data indicate that a greater focus on best practice strategies in the teaching of mathematics would help build teacher capacity leading to improved student outcomes. Rob Vingerhoet (Maths consultant) was employed for a twelve month period to work with staff on building their capacity to deliver effective engaging Mathematics lessons. Staff are now utilising open ended maths tasks to engage students at all ability levels

Students identified as being between 0-6 months behind expected level will be involved in a small group booster program, whilst students identified as being 6-12 months above expected level will also be involved in an accelerated program.

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

The Science Teacher Initiative continued in 2015 at William Ruthven Primary School. Two specialist science teachers work with staff and 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 two hours 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.

2015 saw William Ruthven Primary School 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 2015 was on building teacher capacity in the delivery of higher order questioning and the inquiry model of teaching, along with a review of learning intentions and success criteria leading to improved students outcomes.

Engagement

Student absences and late arrivals were identified at the commencement of 2015 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 from 2014 (16.72 days to 20.08 days). An analysis of individual and group data indicated that Foundation, Year 1 and Year 2 absence data increased significantly (Foundation 14.25 to 21.81 days, year 1 16.23 to 20.25 days, year 2 18.41 to 23.65 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 2016 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 students absences. A key focus for 2016 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. In 2015 only 41% of students graduating in grade 6 commenced school at William Ruthven PS.

Wellbeing

The 2015 Student Attitude to School Survey and the Parent Opinion Survey have demonstrated an improvement for a third year in a row.

The Attitude to School Survey indicates that students are connected to their peers (4.21 on a five point scale) and the school (4.30 on a five point scale). There is high student morale (5.15 on a 7 point scale). The students also believe they are motivated to learn (4.53 on a 5 point scale) the teachers are effective (4.37) and display empathy towards the students (4.42).

The parent opinion survey is also extremely positive with Approachability, Stimulating Learning, Learning Focus, Homework, Student Motivation and Connectedness to Peers all well above the 75 percentile.

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.

2015 saw the introduction of the Kismatter survey for students in years 1-4. The data gathered from this survey helps us to support all students throughout the school

In 2015 a new Student Engagement and Inclusion policy and protocols were adopted by School Council and introduced at the commencement of the 2015 school year.

Productivity

The school has demonstrated productivity by sensible management of all resources, time, staff and physical buildings and materials. The school utilises all resources following a set of annual program budgets that are closely monitored by the School Council. The key focus is to distribute resources in order for all school goals and targets to be met. A key focus for the 2015 school year was to ensure that successful continuation of the Specialist Science Teacher Initiative, where two 0.5 staff were allocated to this program. Funding for this was gained through DET for a two year period. The school committed additional support through the establishment of a specialised Science room. Prudent financial management and forward planning will be needed to ensure that this program continues in its current form beyond the current DET commitment. Funding was also allocated for the 2014/15 financial year to build teacher capacity in the teaching of mathematics through the employments for a specialist mathematics consultant. Funding has also been allocated for the 2015-2017 time frame to build teacher capacity through involvement in the Powerful Learning and Teaching Initiative.

The student population has continued to grow across all year levels and this trend is expected to continue. The Financial Performance report describes our school's performance and the summary of revenue as compared with expenditure. The school is currently in a sound financial position.

For more detailed information regarding our school please visit our website at
<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.

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 220 students were enrolled at this school in 2015, 106 female and 114 male. There were 27% of EAL (English as an Additional Language) students and 9% 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> Lower</p> <p> Lower</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> Similar</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> 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>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;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>38%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>45%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>33%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>58%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>45%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	41%	38%	22%	Numeracy	27%	45%	27%	Writing	42%	33%	24%	Spelling	27%	58%	15%	Grammar and Punctuation	30%	45%	24%	<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" style="width: 100%; border-collapse: collapse;"> <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>89 %</td> <td>90 %</td> <td>88 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	90 %	88 %	90 %	90 %	91 %	91 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p style="text-align: center;"> Lower</p> <p style="text-align: center;"> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	90 %	88 %	90 %	90 %	91 %	91 %										

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> Similar</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> Lower</p>

How to read the Performance Summary

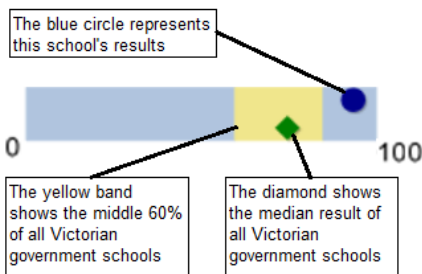
What are student outcomes?

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.

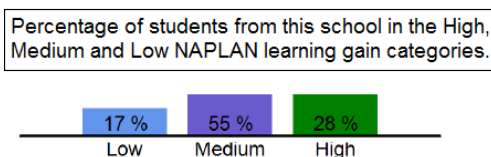
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

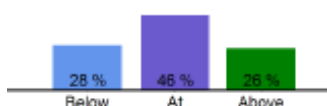


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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	\$1,783,332	High Yield Investment Account	\$228,958
Government Provided DET Grants	\$308,287	Official Account	\$12,653
Revenue Other	\$9,642	Other Accounts	\$460
Locally Raised Funds	\$109,124	Total Funds Available	\$242,070
Total Operating Revenue	\$2,210,386		
Expenditure		Financial Commitments	
Student Resource Package	\$1,748,180	Operating Reserve	\$58,567
Books & Publications	\$3,162	Maintenance - Buildings/Grounds incl SMS<12 months	\$5,863
Communication Costs	\$5,427	School Based Programs	\$30,000
Consumables	\$49,409	DET Central Coordination	\$43,463
Miscellaneous Expense	\$105,982	Region Coordination	\$7,600
Professional Development	\$15,393	School/Network/Cluster Coordination	\$96,577
Property and Equipment Services	\$143,922	Total Financial Commitments	\$242,070
Salaries & Allowances	\$21,540		
Trading & Fundraising	\$50,539		
Utilities	\$16,666		
Total Operating Expenditure	\$2,160,222		
Net Operating Surplus/-Deficit	\$50,164		
Asset Acquisitions	\$0		

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

[Insert financial commentary here]