

# 2017 Annual Report to the School Community



School Name: William Ruthven Primary School

School Number: 5544



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 May 2018 at 09:18 AM by Allan Waterson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 May 2018 at 02:55 PM by Christine Crosta (School Council President)



## About Our School

### School Context

William Ruthven Primary School is situated in the northern suburb of Reservoir and at the end of 2017 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 and fluctuate, with the student enrolment dropping to as low as 226 students and rising to as high as 236 students. This trend is 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 2017 is 0.7008 with a SFOE Index of 0.5671, with 37% of students from a Language Background Other than English.

The school is ethnically and culturally diverse with eighteen nationalities represented. 2017 saw the continuation of the 'Breakfast Club' where students could come to school and have breakfast before they started their school day. The breakfast club is maintained within the main building with the support of staff and local community businesses. An average of 18 students attended on any given day.

2017 saw the introduction of the Berry Street Education Model, a trauma informed resiliency program. Staff have commenced a two year professional development program (2017-2018), covering the five modules involved in the initiative. A 0.5 teacher has been appointed to lead the implementation of this initiative. William Ruthven PS is part of a Community of Practice where three other school within the network are introducing the Berry Street model. The school's involvement is supported and facilitated by the Darebin City Council

In the first semester of 2016 the school undertook the writing of a School Strategic Plan for the period 2016-2019.

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 continuing the program through school based funding. One 0.5 Science teacher has been allocated to the teaching of science at all year levels. 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, provide challenges and are achievable. The school has in total 20.47 equivalent full-time staff, 2 Principal class 14.62 Teachers and 3.86 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: Further implementation of the School Strategic Plan which commenced in 2016. Building consistency of practice across the school to lower instances of school variation. This was achieved through involvement in the Curiosity and Powerful Learning initiative. Implementation of the Theories of Action as identified as part of our involvement in the Powerful Learning Initiative. Adopting the Victorian curriculum, development of a whole school approach to the implementation of an inquiry pedagogy focussing on questioning. Review of writing and spelling in line with the Victorian curriculum. A scope and sequence chart based on the Victorian curriculum was developed. Revision of the assessment schedule, whole school PD on data analysis, forensic analysis of NAPLAN and On Demand data to identify strengths and weaknesses of cohorts. Team leaders were involved in Bastow leadership courses and undertook school based action research projects leading to improved teacher capacity and student outcomes. A peer observation cycle was developed and implemented where all staff were involved.



**Setting expectations and inclusion.**

Activities undertaken to enhance this initiative: Whole school involvement in the Berry Street Education Resiliency program. All staff were involved in two days of professional development, a critical friend from Berry Street reviewed our program and a 0.5 staff member was appointed to lead the initiative. Students across the school were surveyed and the data collected allowed class teachers address specific class related concerns. All classes were in involved in formal weekly lessons where the Berry Street skills were taught and staff followed these up on a regular basis.

**Achievement**

To improve teaching and learning we continued teacher professional learning directed at consistency of practice 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. Teams have agreed planning time where they met with the Teaching and Learning Coach

A deep analysis of the 2017 NAPLAN data indicates that year 5 students are at a similar level in reading and mathematics compared to the median for all Victorian schools. The 2017 NAPLAN data indicates the number of students in Year 3 in the top two bands in Numeracy (40%), Reading (40%) and Writing (57%) were above similar schools. The number of students in Year 5 in the top two bands in Numeracy (15%), Reading (8%)and Writing(5%) were below those of similar schools. Over the period 2015-2017 from year 3 to year 5, 26% students showed high gain in numeracy, 13% in Reading and 15% in Writing.

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.

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 students 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 2017 at William Ruthven Primary School. One specialist science teacher works with students to build 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.

2016 saw William Ruthven Primary School continue being involved in the Powerful Learning and Teaching initiative. 2017 is the final year of involvement, but the practices and pedagogy developed will continue to be embedded in school practice. The focus for 2017 was on building teacher capacity in the delivery of a peer observation strategy across the school. A focus on inquiry teaching and teaching has led to a stimulating and inviting curriculum.

**Engagement**

Student absences and late arrivals continue to be an area of concern. Practices and processes were put into place to support families in ensuring their child comes to school and arrives on time. A number of chronic students absences have had an impact on overall student data. The overall average student absence rate has remained static (20.16 days in 2016 and 20.17 in 2017). 39% of the student population had less than 10 days absent and 37% of the student population had 20 days or greater absent. An analysis of individual and group data indicated that Foundation and Year 1 absence data increased significantly (Foundation 19.9 to 24.9 days, Year 1, 19.3 to 22.5 days). Year 5 and year 6 student absence data showed are marked improvement (year 5, 22.8 to 16.2 days, Year 6 21.4 days to 17.4 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, along with school refusal. 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 2018 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. School refusal also played an impact and work will continue with these students and their families.



A key focus for 2018 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

2017 saw the introduction of the Attitudes to School survey to students from year 4 to year 6. The 2017 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 with 83% of all students responding in the positive. This number dips in year 6 with 74% of students answering in the positive. A forensic analysis of the data indicates that year 6 boys are less likely to answer in a positive light. Other indicators of positive student engagement include High expectations for success 95%, Sense of inclusion 87%, Self- regulation and goal setting 88%, Attitudes to attendance 89%.

An area of concern identified in the Attitudes to School Survey include not experiencing bullying 48%.

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.

2017 saw 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. Students were surveyed as part of the BSEM initiative and the class and overall information help set specific class goals to support student inclusion and empowerment. Student voice and agency will be a major focus in the 2018 AIP.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 230 students were enrolled at this school in 2017, 120 female and 110 male.</p> <p>37 percent were EAL (English as an Additional Language) students and 7 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Lower</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</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 Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <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>27%</td> <td>73%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>52%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>53%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>59%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>53%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	73%	-	Numeracy	29%	52%	19%	Writing	34%	53%	13%	Spelling	31%	59%	9%	Grammar and Punctuation	34%	53%	13%	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>87 %</td> <td>88 %</td> <td>88 %</td> <td>89 %</td> <td>90 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	87 %	88 %	88 %	89 %	90 %	91 %	90 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
87 %	88 %	88 %	89 %	90 %	91 %	90 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

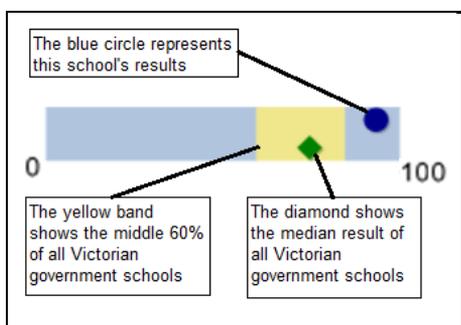
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

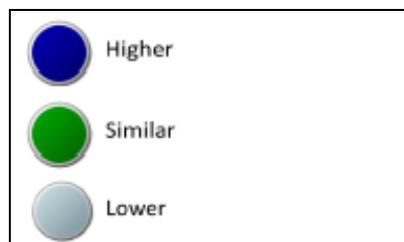


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## Financial Performance and Position

### Financial performance and position commentary

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.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,993,957	High Yield Investment Account	\$281,260
Government Provided DET Grants	\$268,951	Official Account	\$6,415
Government Grants Commonwealth	\$2,500	Other Accounts	\$460
Government Grants State	\$12,000	<b>Total Funds Available</b>	<b>\$288,134</b>
Revenue Other	\$14,287		
Locally Raised Funds	\$102,460		
<b>Total Operating Revenue</b>	<b>\$2,394,154</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$329,820		
<b>Equity Total</b>	<b>\$329,820</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,015,390	Operating Reserve	\$69,709
Books & Publications	\$3,576	Asset/Equipment Replacement < 12 months	\$30,000
Communication Costs	\$7,809	Maintenance - Buildings/Grounds incl SMS<12 months	\$11,750
Consumables	\$57,202	Revenue Receipted in Advance	\$6,650
Miscellaneous Expense <sup>3</sup>	\$101,791	School Based Programs	\$88,949
Professional Development	\$14,463	Repayable to DET	\$21,468
Property and Equipment Services	\$131,933	Other recurrent expenditure	\$59,609
Salaries & Allowances <sup>4</sup>	\$37,661	<b>Total Financial Commitments</b>	<b>\$288,134</b>
Trading & Fundraising	\$70,114		
Utilities	\$36,196		
<b>Total Operating Expenditure</b>	<b>\$2,476,135</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$81,981)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) 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.*