

# 2021 Annual Report to The School Community



**School Name: Rosedale Primary School (0770)**



- 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 Registration 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 2021 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 22 April 2022 at 12:01 PM by Brett Wilson (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2022 at 03:05 PM by Kelly Linke (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do ‘*Similar Schools*’ refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

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### What does ‘*NDP*’ or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the ‘*Victorian Curriculum*’?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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’).

## About Our School

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### School context

Rosedale Primary School is located in Central Gippsland, approximately 185 kilometres east of Melbourne, between the larger regional centres of Traralgon and Sale. Our overall socio-economic profile, based on the school's Student Family Occupation and Education index, which takes into account parents' occupations and education, is in the high range level of social disadvantage.

At Rosedale Primary School we foster a friendly learning community who conducts itself with acceptance, integrity and respect in a positive, challenging and engaging environment. The school's vision is based on the School Wide Positive Behaviour Support (SWPBS) values of: Friendship, Learning, Acceptance, Integrity and Respect.

We explicitly teach our values and positively acknowledge students when they demonstrate the expected FLAIR behaviours and values. Rosedale Primary School has developed a "Growing For Life" integrated curriculum, encompassing personal and interpersonal Learning - Growing Me, Growing Us and Growing the Environment. Our balanced and comprehensive curriculum constantly challenges students to extend their learning and recognises and responds to their diverse learning needs.

In 2021 we had 86 students enrolled in five composite classrooms and had 13.85 equivalent full-time staff: 1 Principal class, 6.0 teachers and 6.85 Education Support Staff. No indigenous staff members were employed. Rosedale Primary School provides a wellbeing program supported by a school chaplain, primary welfare officer and attendance support officer. Eight students were supported by the Program for Students with Disabilities in 2021.

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### Framework for Improving Student Outcomes (FISO)

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations and in our progress towards our chosen FISO dimensions and related key improvement strategies for 2021.

During 2021 the focus was on improving literacy with a focus on reading and writing. This was to be achieved by embedding our Professional Learning Community process to develop a collaborative culture of collegiate support, feedback and challenge and to improve student learning outcomes in reading. We continued to develop and refine our Essential Reading and I Can documents for levels D - 7. Our reading data collection is now well established to track student growth using Fountas and Pinnell and results were all entered into Sentral. Reader's Notebooks entries were consistently completed in all classrooms, while not in remote learning, with students beginning to have choice and control in their reading and writing responses. Students are independent reading in all classrooms with greater student choice and control in their text selection. We continued to endeavour to develop a consistent whole school instructional model for reading based on the Reading Workshop.

Peer collaborative feedback observations were commenced in Term 1 but discontinued due to remote learning and a change in focus in Term 4 to staff and student welfare and looking at our Reading Essential Learning document.

Professional learning was severely impacted in 2021 due to school closures. Our Literacy and Numeracy specialists continued to participate in DET Literacy Program with Kaey Cobbin and the Primary Math Science Specialist Program. Instructional models and initiatives will be revised and embedded in 2021. A collaborative culture of collegiate support, feedback and challenge is beginning to develop and will be strengthened further in 2022 with more consistency in meeting structures.

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### Achievement

Rosedale Primary School made a commitment in 2021 to improve student learning in reading with increased student voice and agency in learning and student motivation to achieve improved learning growth.

During remote and flexible learning Rosedale Primary School used ClassDojo and Webex as the main platforms to connect teachers with students and parents. Student (and parent) feedback to teachers and formative assessment were strengths during remote learning as was student independence and control and choice in learning for many of our students. We have begun to build a strong online classroom community and will continue to use ClassDojo as a communication tool and to encourage parents to engage with their children's learning by sharing photos and videos of wonderful classroom moments in 2021.

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations and on our progress towards student achievement goals and outcomes in 2021.

Strategies that supported our progress, while not during a remote learning period, included:

- The Reading Workshop model remained a priority.
- Implementation of a whole school data collection and analysis approach using Sentral to monitor growth of Fountas and Pinnell reading levels and attendance data
- The appointment of a Learning Specialist with a focus on reading
- The release of a Literacy Coach and Math Specialist to support the implementation of instructional models and revision of whole school approach to Literacy and Numeracy
- Systematic Synthetic Phonics instruction and resources used for all children identified as requiring additional support by the SPELD placement test. Two additional integration aides providing targeted teaching and support.

In 2021, Rosedale Primary School focused on providing learning catch-up and extension opportunities in response to the impact of remote learning. This was delivered through the provision of the Tutor Learning Initiative. Students received additional literacy support through increased exposure to the synthetic phonics program SPELD and reading fluency and comprehension support. Students with numeracy needs were also identified and assisted. Student progress was measured through beginning, middle and end of year SPELD, Fountas & Pinnell and Pat Math assessments. The twenty students in the program recorded gains in all areas. Further synthetic phonics support was provided through a literacy intervention program. This was delivered to students as required from prep to Year 6 each morning throughout the week.

A secondary method to improve student achievement related to improving reading and writing pedagogical practice. Staff engaged in professional learning and development of reading essential learning and 'I can' statements. Professional learning also extended to use of the reading workshop model. Gains were evidenced through NAPLAN data with significant improvement in our reading data with 44% of Year 5 students demonstrating high gain, up from 11% in 2019. Similarly, NAPLAN data highlighted a greater percentage of students achieving high gains from 2019 to 2021 in numeracy and grammar and punctuation in contrast to students from similar schools. In 2022, our focus will be on applying the workshop instructional model to writing and to numeracy to ensure consistency in practice across the school.

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## Engagement

Rosedale Primary School aimed to improve student motivation and engagement as part of its direction in 2021.

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations and on our progress towards student engagement goals and outcomes in 2021.

Strategies that supported our progress, while not during a remote learning period, included:

- The welfare teacher followed up daily with all absences, including frequent home visits to check on students or collect students if necessary
- Positive acknowledgement of class and student attendance with Green Ticks and certificates of attendance
- Use of Sentral data to highlight attendance and absences
- High expectations for student learning, behaviour and attitudes based on the School Wide Positive Behaviour Support

(SWPBS) values

- Focus on self-improvement and progress and visible growth shared with students
- Improved feedback to and from students

With the further development of our Reading Essential Elements and I can statement document students will have greater involvement in goal setting in reading against these statements.

Many students increased independence, enjoyment and engagement in learning during remote learning and had greater student voice and agency in their learning. Teachers provided regular feedback to students on their progress, particularly during remote learning, when they were very reliant on formative assessment and effective feedback. Students and teachers took risks with their learning and during remote learning becoming efficient problem solvers and effective learners in the use of Webex Meetings and Class Dojo.

To support student engagement during the transition back to onsite learning, our school continued to apply the language of growth mindset and challenging learning. The disruption to onsite learning restricted our ability to co-construct learning. The average number of absences in 2021 was higher (19.7 days) than the four year average (16.6 days). This was lower than the average for similar schools, but well above the State average (14.7 days). A Welfare Officer with a provision of 2.5 hours per week liaised with families to ascertain reasons for absences and to promote engagement with online learning. Statistics generally showed greater disengagement in the senior years as opposed to junior years.

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## Wellbeing

At Rosedale Primary School we care about the welfare of every child. We pride ourselves on being a supportive, friendly and caring school that provides an outstanding student management program with a strong emphasis on the development of our school values, positive learning attitudes and resilience. School Wide Positive Behaviour Supports all that we do in this area and our students are frequently commended on their positive behaviours.

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations and the health and wellbeing of the school community. All Rosedale Primary School staff were focused on supporting students and their families and worked tirelessly to ensure learning packages were delivered to every student and daily check ins were a priority using Class Dojo, Webex, phone calls and text messages.

Student's sense of connectedness from Year 4-6 was lower in 2021 than the school four year average, as evidenced through the Student's Attitudes to School Survey. Positively, it was higher than the State average and the average of similar schools. This was also reflected in student perceptions in Years 4-6 of the school's management of bullying, again lower than the four year average, but higher than data recorded for similar schools and across the State.

In 2022, Rosedale Primary School staff will concentrate on student wellbeing as we transition back to full time face to face teaching and learning.

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## Finance performance and position

Rosedale Primary School is in a sound financial position with an end of year surplus of \$274,404. There is a strategic approach to program budgets, revenue and expenditure, which are closely monitored by School Council to ensure funds are being used for maximum impact on student learning and maintaining a safe educational setting. In 2021 the budget focus was on the major priorities established in the School Strategic Plan. Education State Equity Funding was used to support improvement in teaching and learning practices, particularly reading, with two additional integration aides providing targeted teaching and support to identified students. The net operating surplus was achieved because of sound management of the School Resource Package. The School Council recognises the importance of investing in school infrastructure and maintenance to ensure a safe and supportive learning environment. This was evident in our investment in facilities and resources, including the external painting of the school and resurfacing of the sporting

complex floor. Declining enrollments means that sound financial planning will become increasing important, particularly with our current staffing level.

# Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 86 students were enrolled at this school in 2021, 41 female and 45 male.

NDP percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

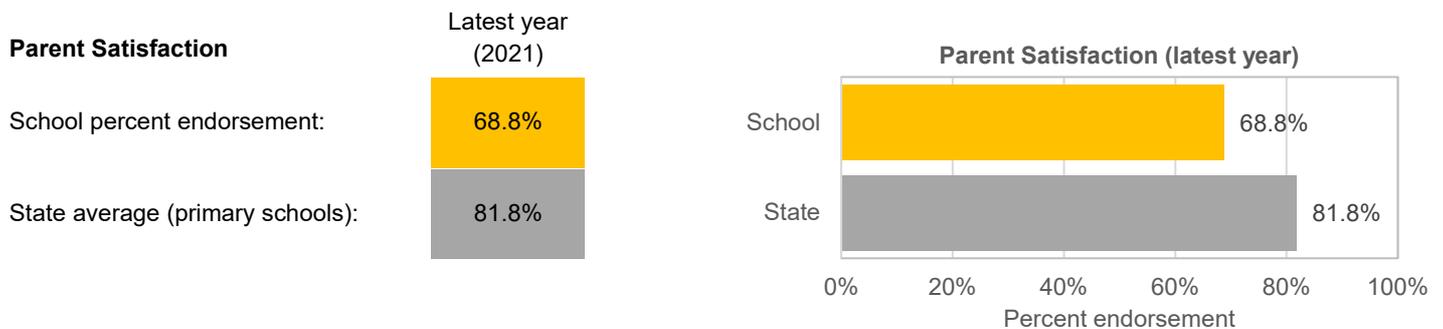
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

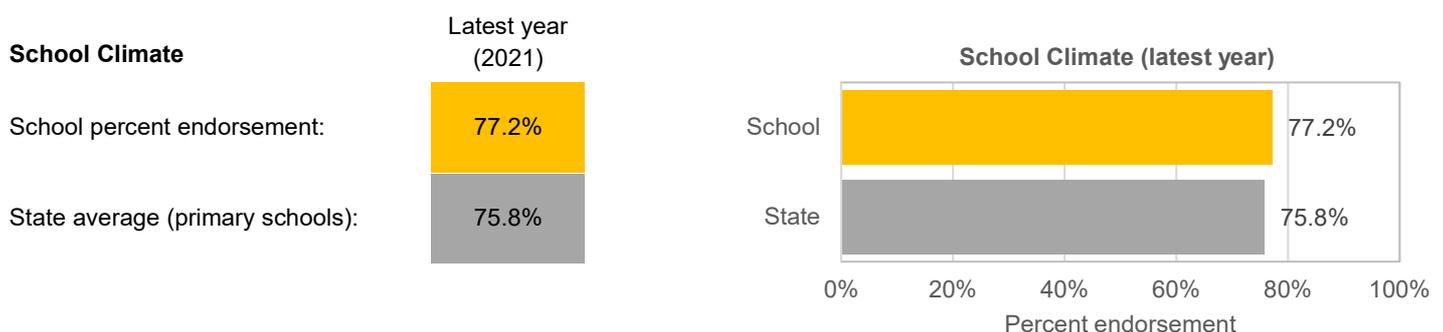


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

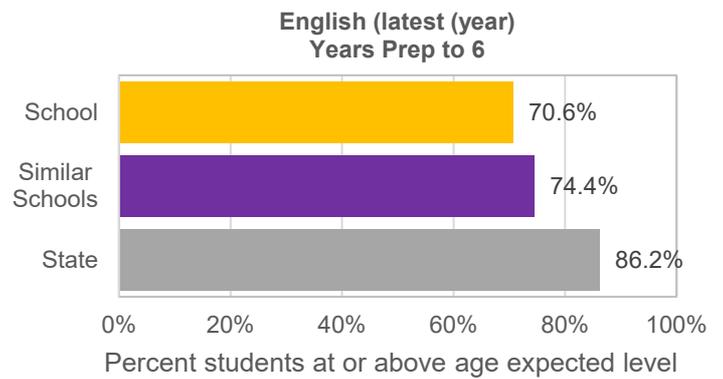
70.6%

Similar Schools average:

74.4%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

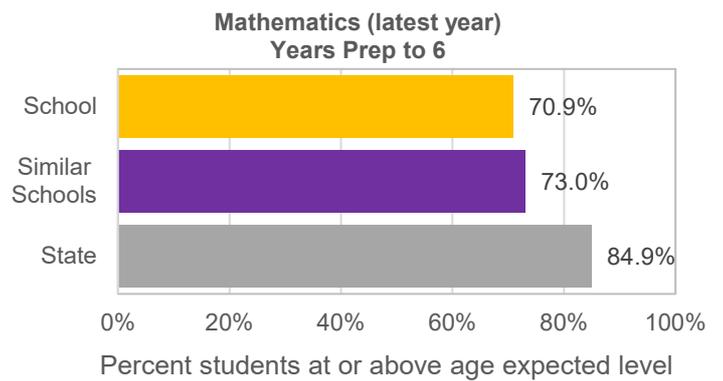
70.9%

Similar Schools average:

73.0%

State average:

84.9%



**ACHIEVEMENT (continued)**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

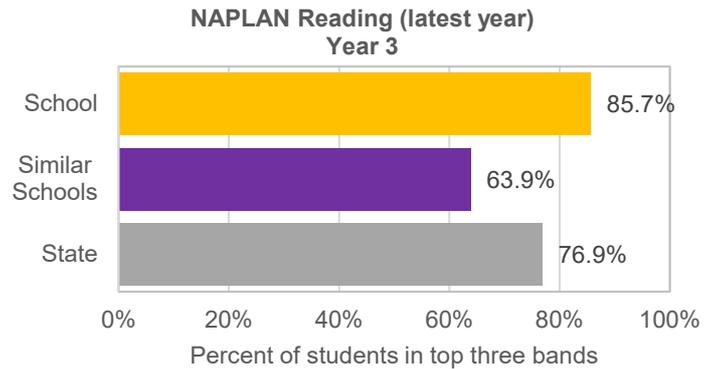
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

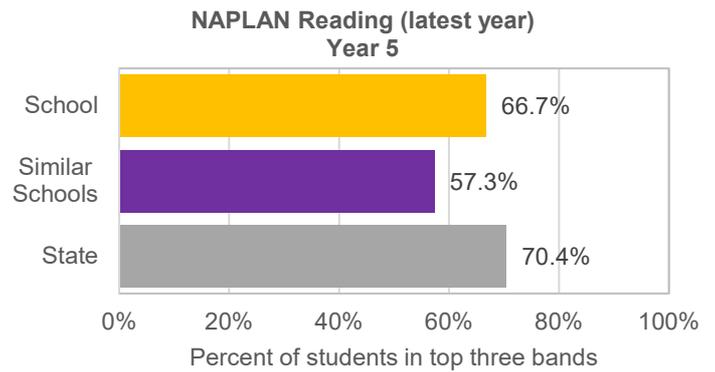
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.7%	79.1%
Similar Schools average:	63.9%	63.4%
State average:	76.9%	76.5%



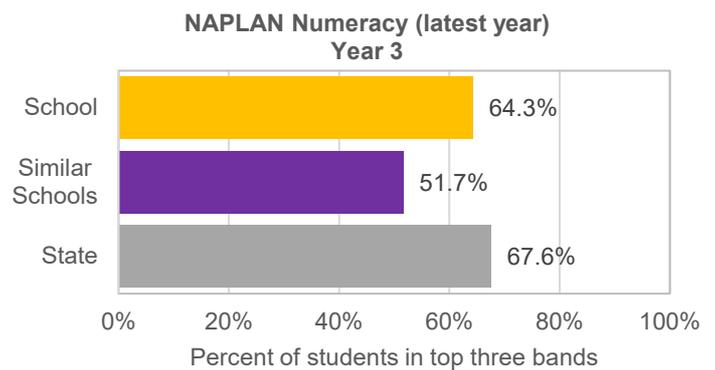
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	65.7%
Similar Schools average:	57.3%	55.3%
State average:	70.4%	67.7%



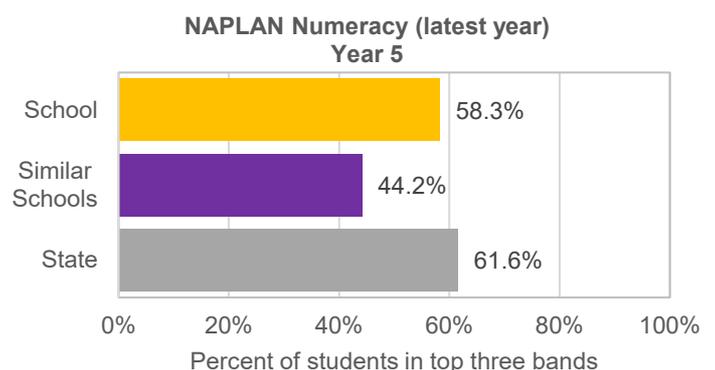
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.3%	75.0%
Similar Schools average:	51.7%	54.3%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.3%	51.4%
Similar Schools average:	44.2%	43.3%
State average:	61.6%	60.0%



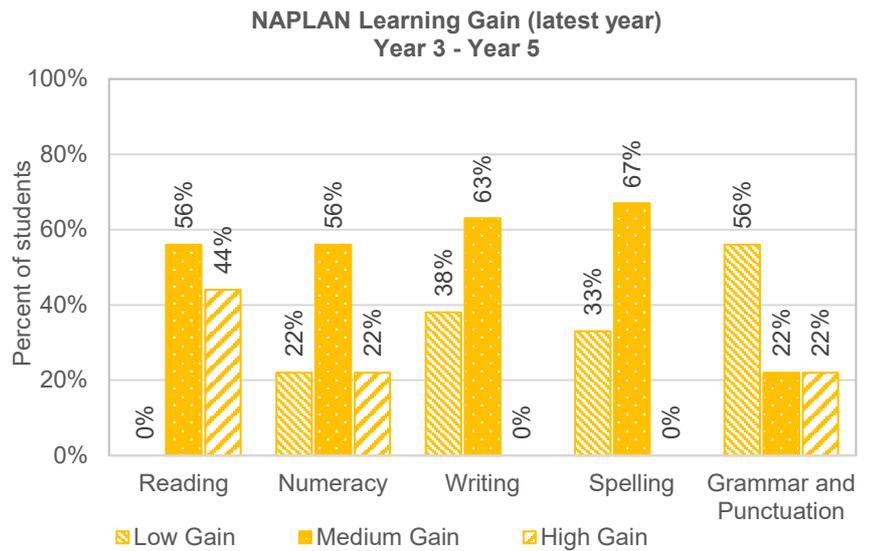
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	0%	56%	44%	21%
Numeracy:	22%	56%	22%	19%
Writing:	38%	63%	0%	14%
Spelling:	33%	67%	0%	18%
Grammar and Punctuation:	56%	22%	22%	17%



## ENGAGEMENT

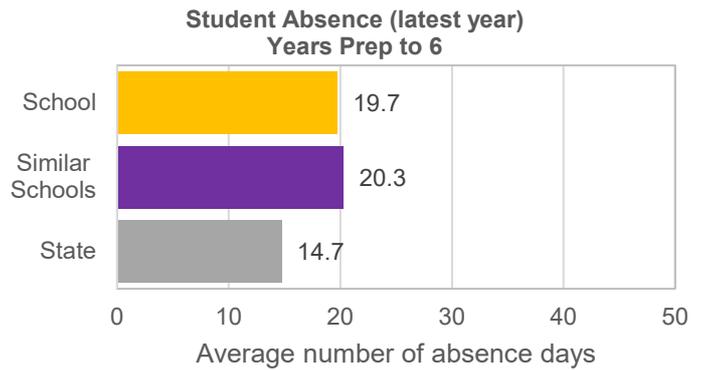
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.7	16.6
Similar Schools average:	20.3	18.4
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	94%	87%	92%	88%	88%	90%

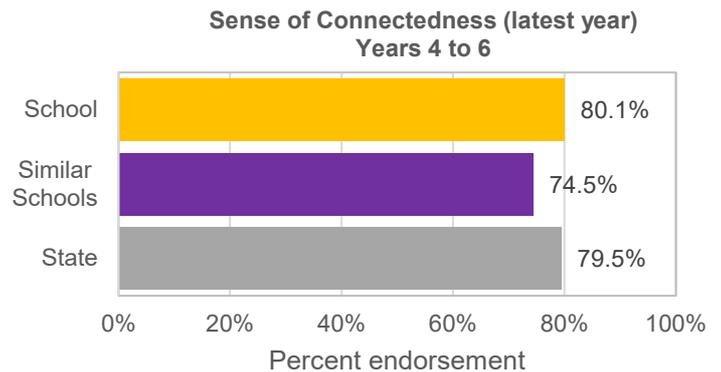
## WELLBEING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.1%	85.2%
Similar Schools average:	74.5%	77.5%
State average:	79.5%	80.4%

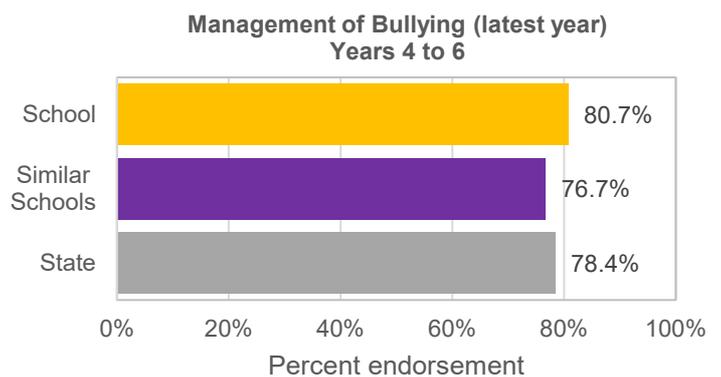


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.7%	86.0%
Similar Schools average:	76.7%	78.7%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$1,226,763
Government Provided DET Grants	\$468,239
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$31,209
Locally Raised Funds	\$40,281
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,766,491</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$171,191
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$171,191</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,138,440
Adjustments	\$0
Books & Publications	\$6,630
Camps/Excursions/Activities	\$21,466
Communication Costs	\$2,382
Consumables	\$17,974
Miscellaneous Expense <sup>3</sup>	\$9,441
Professional Development	\$15,788
Equipment/Maintenance/Hire	\$58,870
Property Services	\$116,120
Salaries & Allowances <sup>4</sup>	\$77,828
Support Services	\$0
Trading & Fundraising	\$8,396
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,751
<b>Total Operating Expenditure</b>	<b>\$1,492,087</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$274,404</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$359,364
Official Account	\$33,746
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$393,110</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$47,952
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$217,397
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$29,000
Capital - Buildings/Grounds < 12 months	\$81,541
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$375,890</b>

*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.*