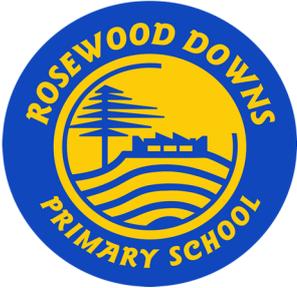


# 2017 Annual Report to the School Community



School Name: Rosewood Downs Primary School

School Number: 5087



- 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 14 May 2018 at 09:28 AM by Julian Growcott (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 14 May 2018 at 09:49 AM by Gosia Zastawnik (School Council President)



Education and Training



## About Our School

### School Context

In 2017, Rosewood Downs Primary School focused on providing a dynamic and supportive learning environment with the aim of developing compassionate, resilient, confident and creative thinkers with a lifelong love of learning. We are committed to continuous improvement and achieving excellence in teaching and learning at every level. All students participated in specialist programs of Visual Arts, Music, ICT, Physical Education and Mandarin. The school has 27 staff, comprising 3 Principal Class officers, 19 teachers and 5 Education Support Officers. Our programs are designed to cater for the individual needs of a diverse range of students including students with disabilities. All 7 students on the Program for Students with Disabilities showed progress at satisfactory or above in achieving their individual goals. Rosewood Downs Primary School has a strong focus on Literacy and Numeracy. We have an emphasis upon critical and analytical thinking strategies in partnership with Think Plus. In addition, there is a strong commitment to the development and integration of ICT across the curriculum. The school has a high level of parental and community involvement including classroom assistance, social activities, Parents and Friends Association, as well as School Council Sub- committees which includes Fundraising, Facilities and Education.

### Framework for Improving Student Outcomes (FISO)

Our FISO Improvement Priority for 2017 was Positive Climate for Learning and the initiatives centered around Empowering Students and Building School Pride and Setting Expectations and Promoting Inclusion. In 2017, we continued to consolidate student involvement and participation in their learning and decision-making through a continuing whole school commitment to student voice and leadership. We are members of the 'Community of Practice – Student Voice' for the Greater Dandenong Network. A group of our students participated in a Leadership Conference held at Dandenong High School. In 2017, each student developed a Personalised Learning Log. This Learning Log was evidence of students demonstrating increasing responsibility for their learning by setting and reviewing personal learning goals. Teachers ensured that all students had the opportunity to set goals and to have a greater say in their learning. We continued to implement a school wide, consistent approach to teaching Social and Emotional Learning. All classes were engaged in Social and Emotional Learning sessions each Monday morning. We continued as a pilot school with Think Plus enhancing the growth mindset in all children. We built greater parent participation in Kids Matter and held special events including a Mindfulness Day. Parent information sessions and community group activities were also held including Parenting Anxious Children, healthy lunch box ideas, cupcake making and fire safety.

### Achievement

At Rosewood Downs Primary School we have continued to enhance the teaching and learning programs across the school. Through the implementation of ICT and the 'Think Plus Program' students receive an education that reflects 21<sup>st</sup> century practices. Students have the opportunity to participate in a wide range of activities including instrumental music, extension literacy and numeracy, the Kitchen Garden and Mandarin. Rosewood Downs Primary School teacher judgments show results that are at the median of all Victorian government schools. In terms of school comparison Rosewood Downs Primary School is performing at a similar level in both English and in Numeracy. NAPLAN results for Year 3 and Year 5 indicate that our students are performing at a similar level in Reading and Numeracy in terms of school comparison. NAPLAN Relative Growth, Year 3 to Year 5 is predominately in the medium to high range. In 2018, the school will continue to strengthen learning in Literacy and Numeracy. Staff professional learning and collaboration will focus on further developing the capacity of teachers. Teachers will use multiple sources of feedback to inform targeted and explicit teaching. Data Walls will be introduced to ensure that student learning growth is closely tracked, putting names to the data. Specific intervention programs will be implemented to address students not making the expected gains in their learning.

### Engagement

A secure and safe environment is considered of utmost importance at Rosewood Downs Primary School. Strong student leadership and student council programs ensure that opportunities exist for students to engage in decision making, leadership development and public speaking. In 2017 Student Voice Action Teams were formed with students working on action research. We continue to raise awareness about the need for all children to be at school on as many days as possible. The Attitudes to School Survey indicates a very effective and stimulating learning environment. Results for the four-year period have been higher than comparable schools. These results can be attributed to a clear and consistent approach to Student Engagement and Wellbeing. At Rosewood Downs Primary School, we implement 'KidsMatter' which is a mental health and wellbeing framework. This provides us with tools and support to help nurture happy and well-balanced children. In addition, we implement a whole school approach to Social and Emotional Learning and Values Education. Every class completes a weekly lesson on Emotional and Social Learning with a consistent theme being taught across the school. All students complete Student Learning Logs each week that allow them to set personal goals. Students attend Goal Setting Interviews with their parents at the beginning of each year and help to determine the direction of their learning.



## Wellbeing

The Transition to School Program, continues to be very important for our school and has strengthened confidence in our school across our local community. Through the Parent Opinion Survey, parents have indicated high-level satisfaction with the transition program, with 89% of parents indicating *'that their child has been supported to adjust to their new year level'*. In 2017, we continued to implement several initiatives to help boost our Prep enrolments; these included giving all potential students a 'show bag' of items such as a drink bottle that had the school logo on it. We erected signs promoting the school in the local area. We achieved an enrolment of 54 Preps for the 2018 school year. We continue to forge close ties with Lyndale Secondary College. Students now participate in science and extension literacy and numeracy programs provided by the secondary school and we invite them to visit on a regular basis.

The school continued to develop effective pathways for PSD students. A detailed individual learning plan was developed for each student in this program and regular student support group meetings were conducted.

In 2017, we continued to be involved in the Resilience Project and participated in the Reach Program for Year 5 and Year 6. Overall, the school has been promoted positively through the provision of different forums that provide a voice for all members of the community and events that brought the community together and enriched the home school partnership. The Parent Opinion Survey results indicate that 89% of parents surveyed *'feel that the school gives them opportunities to participate in my child's education'*.

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

### School Profile

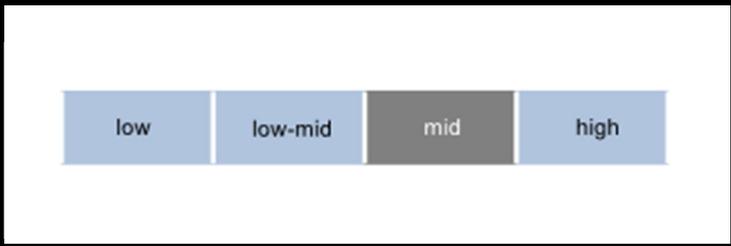
**Enrolment Profile**

A total of 316 students were enrolled at this school in 2017, 146 female and 170 male.

46 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.

**Overall Socio-Economic Profile**

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



**Parent Satisfaction Summary**

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



**School Staff Survey**

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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





## 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>Teacher Judgement of student achievement</b></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> Similar</p> <p> 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 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> 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> Similar</p> <p> Higher</p> <p> Similar</p> <p> 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>30%</td> <td>42%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>33%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>61%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>48%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>50%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	42%	28%	Numeracy	36%	33%	31%	Writing	27%	61%	11%	Spelling	18%	48%	34%	Grammar and Punctuation	34%	50%	16%	<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="550 963 1037 1064"> <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>92 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	92 %	92 %	91 %	93 %	93 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	92 %	92 %	91 %	93 %	93 %										



## 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>	Higher

# 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)

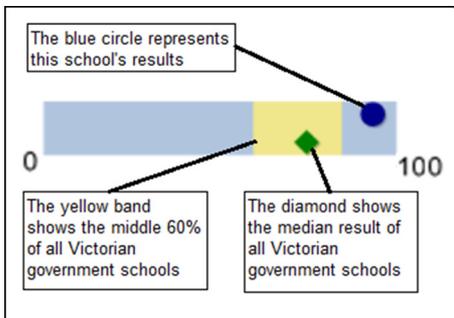
### Engagement

- 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).

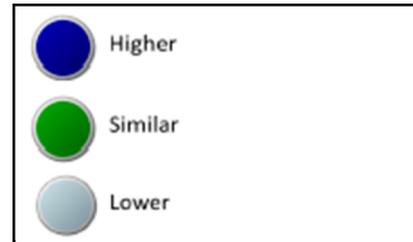


## What does *School Comparison* refer to?

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').