

# 2020 Annual Report to The School Community



School Name: Romsey Primary School (0366)



- 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 2020 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 29 March 2021 at 12:32 PM by Kimberley Nicholls (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 April 2021 at 09:24 PM by Elizabeth McDonell (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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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).  
*Note: NAPLAN tests were not conducted in 2020*

### 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).

## 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

### School context

Romsey Primary School is an inclusive government primary school for years Prep – 6. The school was established in 1865 just North of the township and was relocated in 1994 to its current 11.5ha site on Station St. In 2020 there were 278 students enrolled, drawn mainly from the town and immediate area. 4% of the student population were Aboriginal or Torres Strait Islander decent. The enrolment has remained steady for the last 3 years. The students at Romsey Primary School draw from families with a socio-economic profile slightly higher than the state average. The Student Family Occupation and Education (SFOE) index of the school in 2020 was 0.4098, placing Romsey Primary in a Low – medium social economic band. In 2020 the staffing profile consisted of 14.4 Equivalent Full-Time teaching staff which were made up of 2 principal class members, 12 class teachers and 3 specialist program teachers (Physical Education .5, Visual Arts .5 and STEAM .4). There was the equivalent of 8 Educational Support (ES) staff who worked across the school in administration, the Program for Students with Disability (PSD), AUSLAN and first aid. The school leadership team consisted of the acting principal, acting learning specialists and unit/curriculum leaders. The whole school vision in 2020 was – Romsey Primary strives to be an inclusive and empowering learning community, which fosters confident, creative, caring, curious and collaborative learners who “dare to be excellent”. The values are Respect, Integrity and Responsibility, which are positioned in our values triangle overarching the You Can Do it Keys of Resilience, Confidence, Getting Along, Persistence and Organisation as the skills which form a strong base for our excellent learners. The teaching of literacy and numeracy is underpinned by a whole school consistent approach. The teachers differentiate the curriculum to suit the individual learning needs of our students. Planning and assessment practices are a high priority and are used to drive curriculum planning and delivery, and are used to track student progress. Instructional models for the teaching of literacy and numeracy have been developed and implemented school wide throughout 2020. The assessment schedule continued to be revisited and reviewed throughout 2020 working alongside the Electronic Wall of Children (EWOC). The You Can Do It program underpins the wellbeing program for the school. A School Wide Positive Behaviour Approach has continued to be implemented. In 2021, the school will continue to work to implement a whole school positive behaviour approach. In 2020 the school operated 12 classes on the 11.5 hectare site. The school facilities include a gymnasium, library, performing arts centre, art room and canteen. Within the grounds, there are areas for soccer, football and cricket, an athletics track, basketball, netball and tennis courts. Environmental projects within the school grounds include the kitchen garden area, orchard and chook shed. The children are encouraged to engage in imaginative play and calculated risks with the school's PlayPod and large sandpit, students are able to build cubbies with branches and are permitted to climb trees as part of their play. Parent involvement at the school includes opportunities within the School Council, the Parent Committee, Kitchen Garden group, classroom support programs, sporting events, camps and excursions. Parents are partners with staff in developing positive educational outcomes. Parents participate in their children's education through fundraising, special days, celebrations and classroom support. Parent communication has been a focus in 2020. The school newsletter, website, Sentral and the school Facebook page are the main communication channels. Text messages for unexplained absences have continued in 2020 and have decreased significantly the unexplained absence numbers. In 2020 our inclusive playground space was completed and building works commenced for our new STEAM Centre, Multipurpose learning area, upgraded toilets and upgrades throughout the BER and staff break areas. These areas will be ready for an opening during 2021. The school meets all requirements of the VRQA. Towards the end of 2020 Romsey Primary undertook a school review to create a new strategic plan.

### Framework for Improving Student Outcomes (FISO)

In 2020 Romsey Primary School focussed on two FISO priority areas which were identified through the 2016 School review:

Goal 1: To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence.

Goal 2: Build practice excellence through a collaborative and accountable culture that has high expectations for all learners including students, staff and parents.

In 2020, Romsey Primary's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams. They included:

- Build teacher capacity to use evidence-based assessment practices to inform teaching and learning practices across the school.
- Embed the Professional learning Cycle involving all staff in using evidence to inform the planning of differentiated teaching and learning sequences.

To support implementation of these KIS, Learning Specialists were appointed. The main focus for the LS was to lead the implementation of the Instructional model, completing learning walks and demonstrating how to use data to inform teaching through the PLC model. These foci had to be modified throughout the year due to COVID-19 and remote learning and as the year progressed their roles did also. Due to COVID -19 NAPLAN did not occur this year. Midyear reports did not have teacher judgement progression points and data was not collected mid-year as per the department's advice. This has not allowed us to be able to make as in depth teacher judgements on where students are in their learning throughout 2020 due to lack of data. Learning walks were unable to take place throughout the year, they only occurred during Term 1. Second semester there are no student comments on their progress in relation to their reports. Teacher judgement at the end of the year is limited due to the lack of triangulated data due to remote learning.

Data collected from staff through the Staff Opinion Survey have shown that the support they have received from the leadership team through remote learning was higher than state. We have met all areas in the staff opinion survey in relation to Professional learning and leadership modules. We are above state, like schools and network in most areas of the SoS. The PLC cycle was not able to be undertaken due to COVID-19 but were completed in a modified version through Google classrooms and also Google Meets. Due to the review we are currently in the process of writing a new school strategic plan. Once this is completed, this will form the basis of the future direction of the school for the next 4 years.

### Achievement

Romsey Primary School is focussed on increasing achievements in student leaning in all areas of the curriculum. The teacher judgement data for Years P-6 in the areas of Literacy and Numeracy indicates that the school is tracking above similar schools. The data collected also shows that Romsey is above state average in teacher judgement in Numeracy. And .2% below the state in literacy.

The school continued to focus on documenting and implementing a consistent whole school approach to teaching literacy and numeracy. Instructional models were developed and consolidated for all areas of the curriculum which will be fully implemented over 2021. Regular individual conferences identifying students' individual reading and writing goals were conducted as part of the Literacy Program which will continue to be guided by the CAFÉ reading menu and the Six + 1 Traits of Writing.

During remote learning the staff at Romsey Primary created engaging lessons through Google Classrooms. These lessons followed the Instructional model which also allowed parents to see how it is used at school. Teachers also were able to continue their assessment with students through holding individual sessions where they focussed on particular strategies. The ES staff members and Specialist staff also created lessons for students to follow both online and in paper form, ensuring that the school was catering for all learning needs.

The Program for Students with Disability (PSD) showed all students progressed at satisfactory levels or above in achieving their learning goals. Each PSD student has had one SSG meeting per term.

### Engagement

Romsey Primary School provides a supportive environment that challenges students to accomplish their goals and celebrate achievements. Weekly You Can Do It Awards continue to be presented at assemblies and advertised in the school newsletter. Average attendance for all students is commensurate with similar schools and is consistent across the year levels. The main reasons for absence is illness and a number of families taking extended holidays. The number of unexplained absences has decreased due to follow up texts and messages to families when students are absent. Measures to follow up on absences will continue in 2021 with texts and follow up calls to all parents with unexplained absences each day. Phone calls and meetings for families with prolonged absences will also be conducted each term. Student attitudes to school data indicated the school was above like schools and the state in school connectedness and management of bullying. Developing the home school partnership is important and teachers

placed a high emphasis on having parents involved in a range of activities in 2020. The Sentral student management system was further developed and the Parent Portal was opened to enable families to access the reporting continuum and to allow school emergency communication. Teachers used Sentral to email parents and this became our main point of contact with parents. This portal will be further utilised through 2021. Surveys were completed in preparation for the review in 2020, with more families completing the survey monkey school-based survey than the department-based survey.

## Wellbeing

Student wellbeing has continued to be a big focus for Romsey Primary school. Central to wellbeing at RPS is the School Wide Positive behaviour program, this involves a positive behaviour matrix, expected behaviours and clear consequences for yard and classroom. Our “You can Do it” awards are sponsored by the Bendigo Bank. These weekly celebration awards support the explicit teaching of “getting along, confidence, resilience, organisation and persistence” the keys in this program. Even throughout COVID-19 and remote learning, RPS was able to continue this positive learning experience through personally delivering awards and certificates to families and also emailing awards to students as they completed various pieces of work.

Romsey Primary School offers a range of leadership opportunities for senior students including School Captains, Literacy and Numeracy Leaders, Junior School Councillors, Wellbeing leaders, school sporting team captains, PlayPod Squad and buddy classes. Buddy classes support the building of close relationships between students and increase their feeling of safety. Individual behaviour management plans are in place when required and regular meetings were held with parents to support these plans. Student Support Groups (SSG) meetings were held for children on the Program for Students with a Disability (PSD). Comprehensive transition programs support students starting prep, moving onto secondary education and moving between year levels. Transition data is one of our highest areas of satisfaction for students and parents. Staff continued professional learning in the area of Respectful Relationships and The Berry Street Education Model. Respectful Relationship lessons will be conducted by teams at the same time in 2021 to provide cohort teaching opportunities and support for all teachers in the implementation of this program.

## Financial performance and position

Romsey Primary School completed 2020 with a surplus. We also have money committed to 2021 priorities, which will be carried over.

In 2020 it was decided to release 2 acting Learning Specialists in the areas of Literacy and Numeracy, they were released for 1 day a week to focus on professional learning across the school and the collection of data. Unit leaders were released for 1 session a week. The wellbeing leader was also released for a number of sessions a week to focus on SWPB across the school.

The \$3.2 million which Romsey Primary School received as part of the rejuvenation project is in its building phase, due for completion in mid 2021. This money will be used for maintenance works and also a new STEAM centre / Multipurpose learning space.

In 2021 the school has planned to have an acting Assistant Principal with a teaching load and a Learning Specialist who is out of the classroom, attending PLC planning, coaching & mentoring all staff.

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

# 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 274 students were enrolled at this school in 2020, 138 female and 136 male.

NDP percent of students had English as an additional language and 4 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) which takes into account parents' occupations and education.

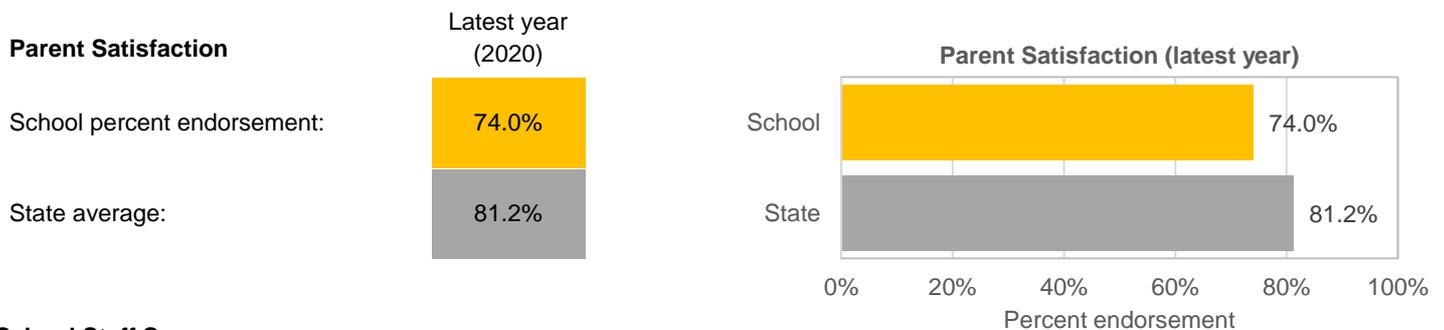
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### 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.

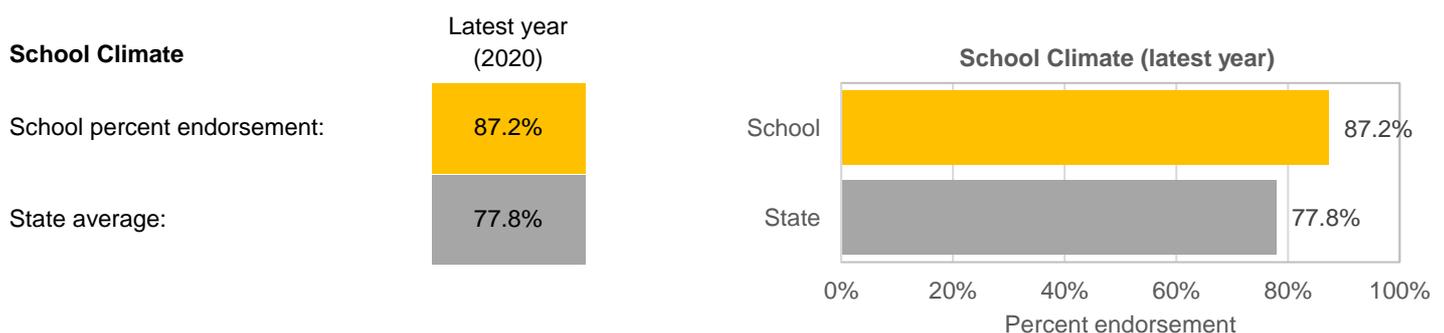


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

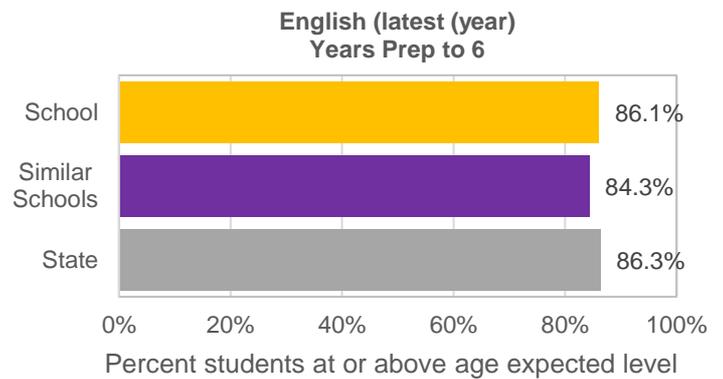
86.1%

Similar Schools average:

84.3%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

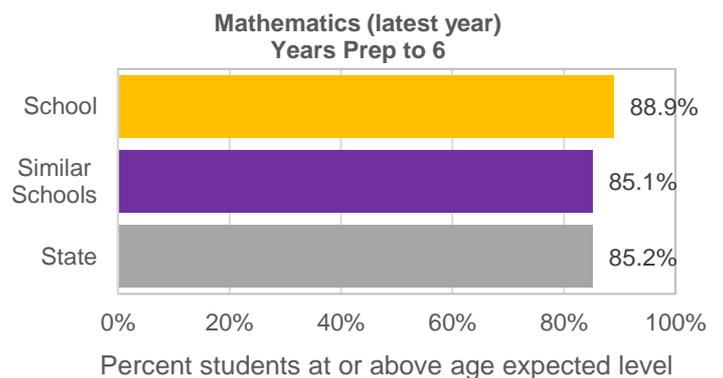
88.9%

Similar Schools average:

85.1%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

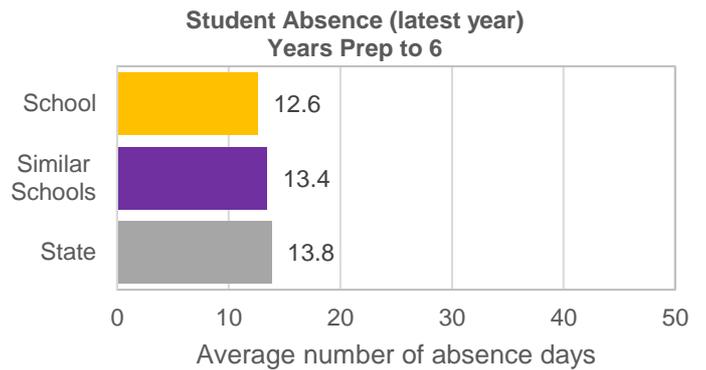
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.6	15.0
Similar Schools average:	13.4	14.9
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	93%	93%	94%	94%	92%	94%

## WELLBEING

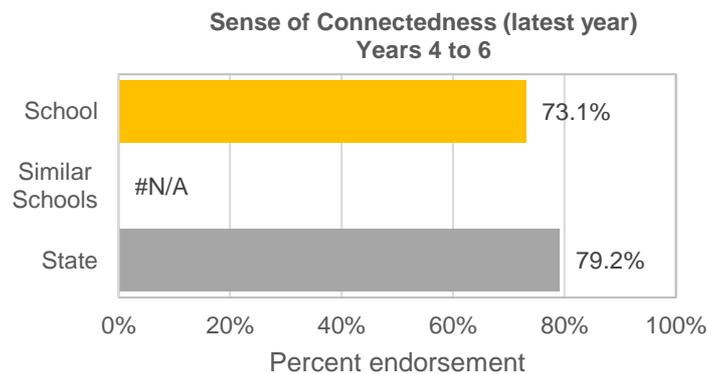
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	73.1%	70.3%
Similar Schools average:	NDP	78.3%
State average:	79.2%	81.0%



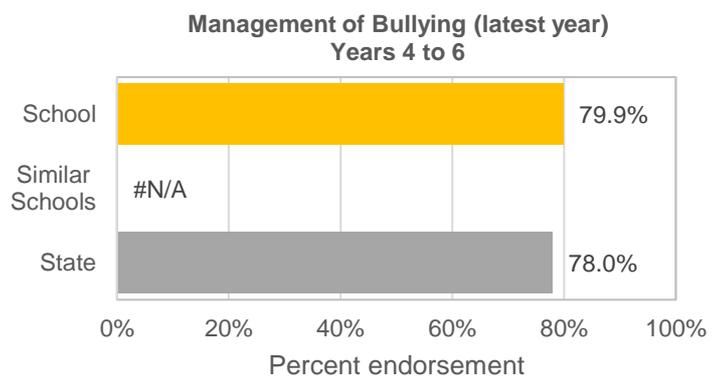
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	79.9%	79.6%
Similar Schools average:	NDP	79.4%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$2,296,086
Government Provided DET Grants	\$461,719
Government Grants Commonwealth	\$24,490
Government Grants State	\$867
Revenue Other	\$15,072
Locally Raised Funds	\$98,957
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,897,191</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$62,721
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$62,721</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,246,864
Adjustments	\$45,760
Books & Publications	NDA
Camps/Excursions/Activities	\$12,934
Communication Costs	\$5,801
Consumables	\$93,085
Miscellaneous Expense <sup>3</sup>	\$12,898
Professional Development	\$5,351
Equipment/Maintenance/Hire	\$44,103
Property Services	\$111,439
Salaries & Allowances <sup>4</sup>	\$36,775
Support Services	\$33,169
Trading & Fundraising	\$28,916
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$31,969
<b>Total Operating Expenditure</b>	<b>\$2,709,065</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$188,126</b>
<b>Asset Acquisitions</b>	<b>NDA</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 01 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$422,664
Official Account	\$24,321
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$446,986</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$60,491
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$5,765
School Based Programs	\$201,242
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$3,813
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$271,106</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.*