

# 2021 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 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.

«PrincipalSignDescription»

- 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

«PresidentSignDescription»

## About Our School

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### 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 2021 there were 299 students enrolled, drawn mainly from the town and immediate area. 5% of the student population were Aboriginal or Torres Strait Islander decent. The enrolment has increased steadily 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 2021 was 0.4072, placing Romsey Primary in a medium social economic band.

In 2021 the staffing profile consisted of 15.5 Equivalent Full-Time teaching staff which were made up of 2 principal class members, 13 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 Principal, acting Assistant Principal, learning specialist, leading teacher and unit/curriculum leaders. The whole school vision in 2021 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; Be cooperative, honest and tolerant of others, Integrity; Be honest, sincere, truthful and trustworthy and Responsibility; Make responsible choices, care for our school environment and the safety and wellbeing of others and yourself, these 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. These keys describe the qualities members of our school community need to develop and model in order to demonstrate our core values. When these values are honored, our vision is achievable by all.

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 2021. The assessment schedule continued to be revisited and reviewed throughout 2021 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 operated 13 classes on the 11.5 hectare site.

The school facilities include a gymnasium, library, multipurpose space, 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 continued to be a focus in 2021 throughout an interrupted year with remote and flexible learning. The school newsletter, website, Sentral and the school Facebook page are the main communication channels. Text messages for unexplained absences have continued in 2021 and have decreased significantly the unexplained absence numbers. In 2020 our 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.

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### Framework for Improving Student Outcomes (FISO)

In 2021 Romsey Primary School focused on the 2021 priorities goals;

In 2021, Romsey Primary's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams. They included:

- Learning, catch up and extension priority
- Happy, active and healthy kids priority
- Connected schools priority

1. In Writing, the % of students, Prep to Year 6 achieving at or above age expected level in teacher judgement based on triangulated, norm referenced/standards-based data sets. Prep – from 62% to 65%, Year 1 from 70% to 72%, Year 2 - from 60% 62%, Year 3 - from 45% to 47%, Year 4 - from 67% to 69%, Year 5 – from 62.5% to 64%, Year 6 – from 45% to 47%
2. % increase in AToSS in the areas of Student voice and agency from 66% to 68%.
3. % increase in the SSS in the area of academic emphasis from 68% to 70%.

To support implementation of these KIS, Learning Specialist (LS) and a Leading Teacher (LT) 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 role did also. The main focus for the LT was to support all staff and to build their capacity about inclusion of all students and to support them with planning and classroom activities to ensure that all students receive the best education opportunities. The LT participated in team teaching opportunities also.

Midyear reports did not have teacher judgement progression points and reports were modified 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 2021 due to lack of data. Learning walks were unable to take place throughout the year, they only occurred sporadically throughout the year. Second semester reports had no student comments on their progress in relation to their reports. Teacher judgement at the end of the year is based on the continuum tracker and this is used in conjunction with triangulation of data collection throughout semester 2.

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.

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## Achievement

Romsey Primary School is focused 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 just behind similar schools in all areas. The data collected shows that Romsey is 9% below the state in reading, 6% below the state in writing and 10% below the state in speaking & listening. In the areas of Numeracy Romsey is 4% below state in the areas of measurement and geometry, 10% in number and algebra and 1% in statistic and probability.

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 2022, this also includes a revision of the assessment schedule. 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. The whole staff will be undertaking further training in the area of the 6 + 1 traits of writing throughout 2022. The Top 10 math's program was brought in to Romsey Primary to engage students into real life math problems. This program will continue into 2022. The LS / Tutor and intervention teachers took part in Professional learning focusing on the MultiLit & Mini Lit program. This program focuses on the teaching of phonics in a systemic way, to build a strong foundation for students. This program will continue into 2022 with our tutoring program.

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 focused 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. The school also undertook training in the new PSD model in preparation for 2022 disability inclusion model. This was undertaken by the Principal, Assistant Principal, Disability inclusion leader, classroom teacher and an education support staff member.

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## 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. We have had some families who have chosen to keep their students at home and have medical certificates due to COVID concerns.

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 2022 with texts and follow up calls to all parents with unexplained absences each day. Phone calls and meetings for families with prolonged absences will continue to 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 2021, we have implemented a number of changes to the school to try to engage families more these include; holding 3 way conferences through phone calls and online, holding online parent helper courses, holding information sessions online. 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 2022.

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## 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 focusing on learning in the areas of Respectful Relationships, The Berry Street Education Model and SWPB. Kimochi's is our new wellbeing focus which the school has undertaken whole school PL with the SSS Psychologist Jenni Barnes. Throughout 2021 the whole staff has focused on introducing the program, during 2022 the program will be further implemented.

Throughout 2021, once we returned to face to face teaching a lunchtime activity program was introduced which included a running club, various sports in the gym and on the ovals, training programs with the PE teacher and also our ES continued their club programs for passive play including lego club, social skills groups and library clubs. We have also been successful in becoming part of the MHiPs pilot program in 2022.

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## Finance performance and position

Romsey Primary School completed 2021 with a surplus. We also have money committed to 2022 priorities, which will be carried over.

In 2021 it was decided to release a Learning Specialist to focus on the implementation of the instructional model, tutoring, Learning walks / classroom observations 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 completed. This money was used for maintenance works and also a new STEAM centre / Multipurpose learning space.

In 2022 the school has planned to have an Assistant Principal with a teaching load and a Learning Specialist who is out of the classroom to attending PLC planning, tutoring, coaching & mentoring all staff, a Leading Teacher who is out of the class coaching and modelling for all staff about disability inclusion and also the MHiPs leader will be out of the class full time. Funding has been made available through the disability inclusion funds and also the MHiPs pilot program for two of the leadership positions.

**For more detailed information regarding our school please visit our website at  
<https://www.romseyps.vic.edu.au/>**