

2023 Annual Report to the School Community

School Name: Roxburgh Homestead Primary School (5443)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 29 April 2024 at 12:22 PM by Teresa Stone (Principal)

- This 2023 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 29 April 2024 at 12:23 PM by Chantelle Arslan (School Council President)

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Roxburgh Homestead Primary School vision is to empower students to make informed decisions, to reach their full potential and contribute within a global society. Our values created by our grade 6 students of Respect, Honesty, Pride and Success is an acronym of our school name and encompasses all that we do at Homestead. Our purpose is to develop literate, numerate and curious global citizens, who can contribute effectively in an ever-changing society. We have a current enrolment of 466 students in August Census in 2023. Established in 1997, we are located in the suburb of Roxburgh Park, a culturally diverse outer northern suburb. Our Student Family Occupation and Education (SFOE) is 0.4792.

We are a multicultural school with 76% of students in category of English as Additional Language (EAL). 1.0% of our students are Aboriginal and Torres Strait Islander students. Our workforce composition has a leadership team of 8 including a Principal, 2 assistant principals and 2 lead teachers and 3 Learning specialists. We have 24 teachers and we have 11 Education Support Staff. Roxburgh Homestead focuses on the growth of the whole child. We develop students' knowledge, skills and dispositions to achieve growth in literacy, and numeracy. Students engage with the world through science and humanities inquiry and develop learning dispositions through a curriculum that places the learner at the centre of all decision making.

We are at the beginning of our new strategic plan completing the first AIP Improvement Priorities this year. The school has focused on a continued improvement in teaching and learning in literacy, numeracy, and wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

Students have made pleasing progress in literacy. All year levels have increased in the percentage of students in the "at and above" age expected standards. Our focus has been on foundational literacy skills in reading with targeted interventions in phonemic awareness, fluency and comprehension. Targeted teaching in small group instruction has supported students in making substantial growth throughout the year, including Leveled Literacy Intervention (LLI) through the tutoring program.

60% of students on the LLI program have grown 6 or more months in 3 months. The NAPLAN results show an increase in the percentage of students in the categories of at and above standards. (Year 3 reading 52.7% strong and exceeding, yr 5 reading 59.2% strong and exceeding). While not statistically comparable to 2022, we can see a marked improvement in the % of students in the "at and above" standards from 2022 to 2023.

Students are making steady progress in Numeracy. 64% of all students are "at and above" age-expected standards. Building the mathematical instructional model across the school, has supported students in priming their thinking, participating in "sweaty brain" challenges that supported student's problem-solving skills, persistence in challenges, and sharing of multiple solutions. 25.5% of year 3 students and 40% of year 5 students are in the strong or exceeding category. A particular focus on differentiating learning through enabling and extending prompts has built learner confidence and scaffolded students to strengthen understanding.

Wellbeing

Student connectedness endorsement from students has remained stable at 54-61%. The positive endorsement of the management of bullying has increased slightly to 57.8%. The PBIS and leadership teams analysis of learning walk and compass data show that universal strategies are in place to support positive behaviours that lead to connectedness and safety and that the response to behaviours is understood and effective. From analysis of compass data, students are struggling with social relationships in the yard and are experiencing bullying online that spills into the school environment. This will be an area to continue to support families and students to navigate.

The student leaders this year have partnered with staff to develop structures and programs to develop social skills with social workers i.e recess and breakfast club. There has been Increased participation of student leaders in decision-making, through regular weekly meetings for School Captains, House Captains, and Junior School Council. There have been over 80 applications for 2024 student leadership roles. This has seen a large increase in participation and valuing of the role in the school.

A MHip (Mental Health) leader has commenced and a referral process is in place for mental wellbeing. Our School Wide Positive Behaviour in Schools (PWBIS) approach has been strengthened and incorporated into a getting-ready-to-learn or start up program

for all students. This has supported students to be organised for learning, prioritise tasks and focus for longer periods of time on task. An active focus on social and emotional problem-solving, building character and collaboration both inside the classroom and in the yard is supporting students with strategies for regulating emotions. A tiered approach to teaching social and emotional skills includes supporting programs of art therapy, and dog therapy. This, combined with an extensive transitions program have strengthened students' ability to articulate emotions, and with support begin to solve problems.

Engagement

Student engagement and connection to school continue to strengthen with multiple opportunities for students and families to partner with the school for student growth. The tiered approach allows for the building of community within the classroom, and more widely in the community to allow for learning conversations in formal and informal settings. Community events such as Harmony Week, Iftar, student leadership training, education week, family conferences, student support groups and easy "real time" access to information in English, Arabic and Turkish have contributed to an increase in school participation

The average number of absence days is 29.9. While this is slowly decreasing there is a continued need to support students and families to increase attendance. Our system of attendance monitoring has been refined and analysis of students at risk undertaken termly to monitor interventions. The leadership team monitors for early identification of students at risk to ensure appropriate strategies are tailored for the needs of the students and their families. Approaches to re-engage students who are identified at high risk are employed and plans are developed with families, external services and DE resources to support re-engagement.

Financial performance

Roxburgh Homestead primary continues to maintain a surplus in 2023. The school has continued to invest in improving the grounds to provide safe places to work and play, including upgrades to play equipment, managing access to buildings and developing the environment as the third teacher.

Equity and EAL funding was used to fund teaching and support staff to support students learning growth and coaches, Lead Teachers and Learning Specialists to support the implementation of PLCs, pedagogical models and instructional models. Our FTE has remained the same.

Support from the mental Health menu and funding enabled our very successful dog therapy and art therapy programs to continue. The Tutor initiative funding continues to strengthen our tier 2 interventions in reading and numeracy.

The total funds available to the school at the end of the school year and its overall financial position remains strong and allows the school to fund future improvement projects.

For more detailed information regarding our school please visit our website at
<http://www.roxhomesteadps.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 2.0 (FISO 2.0).

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 446 students were enrolled at this school in 2023, 207 female and 239 male.

74 percent of students had English as an additional language and NDP 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).

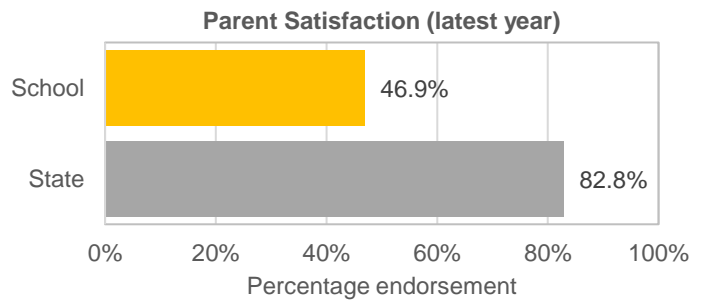
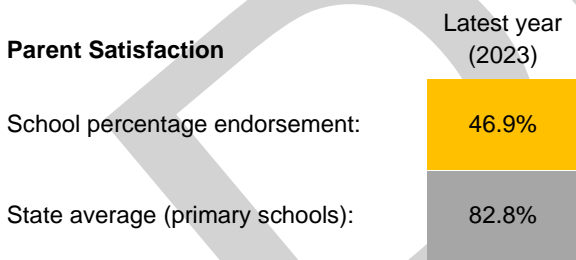
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

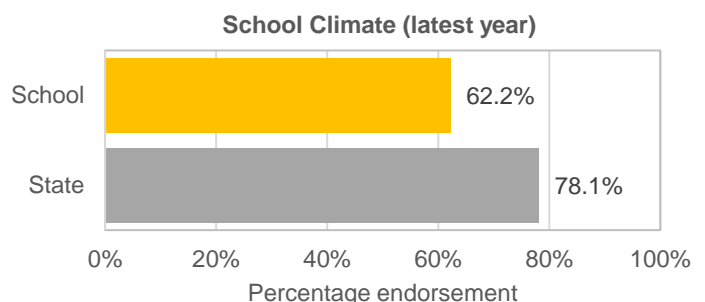
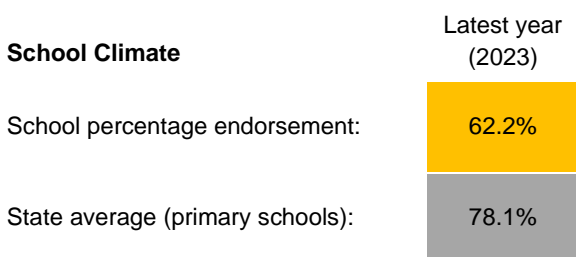


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

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

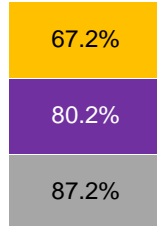
English Years Prep to 6

School percentage of students at or above age expected standards:

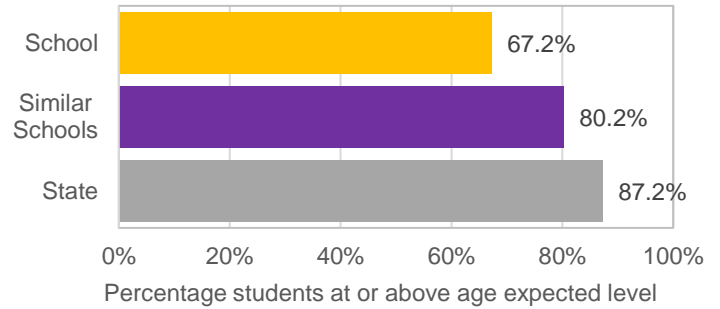
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



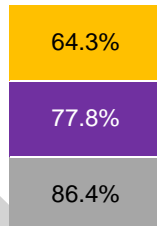
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

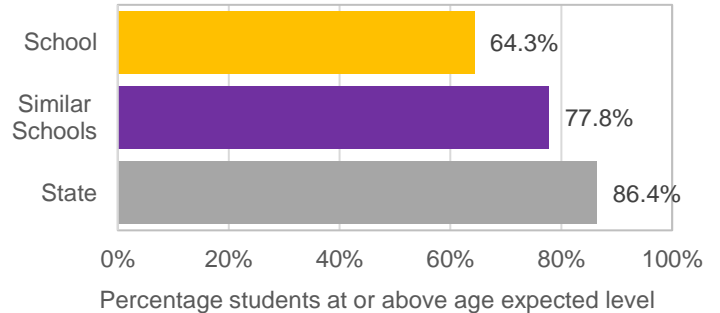
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 6



LEARNING (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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

52.7%

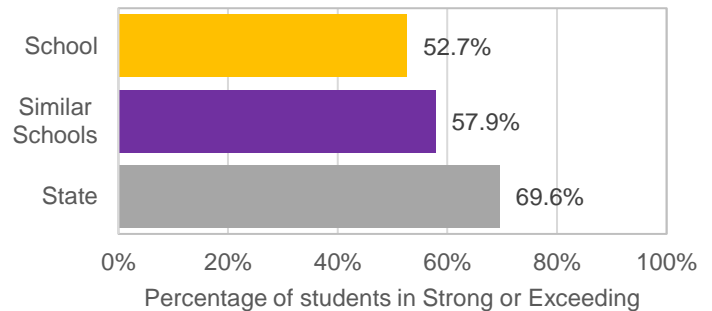
Similar Schools average:

57.9%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

59.2%

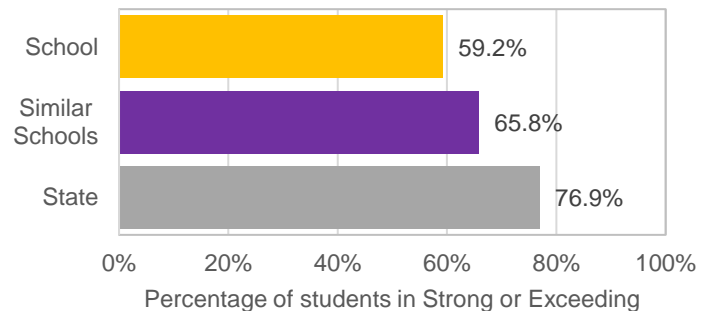
Similar Schools average:

65.8%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

25.5%

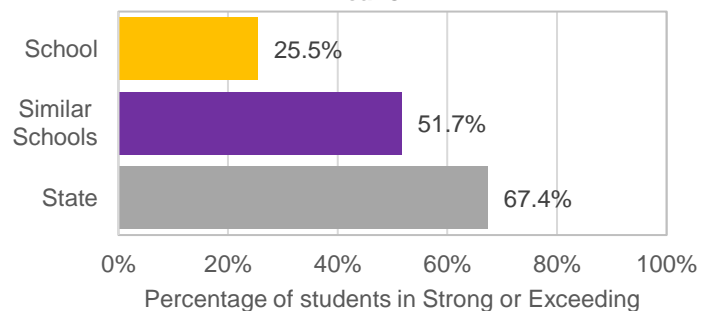
Similar Schools average:

51.7%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

40.0%

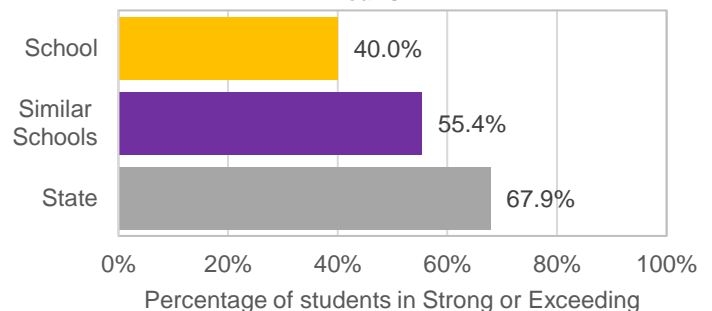
Similar Schools average:

55.4%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



LEARNING (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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

51.7%

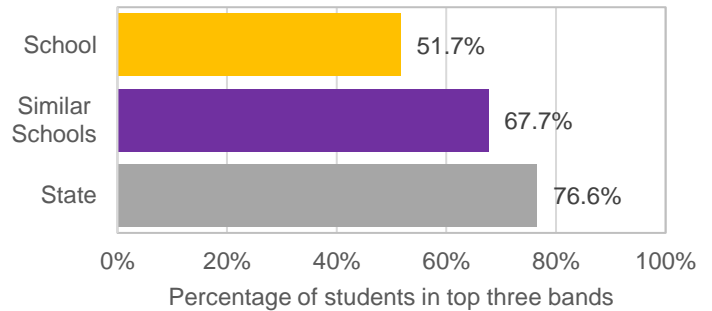
Similar Schools average:

67.7%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

37.3%

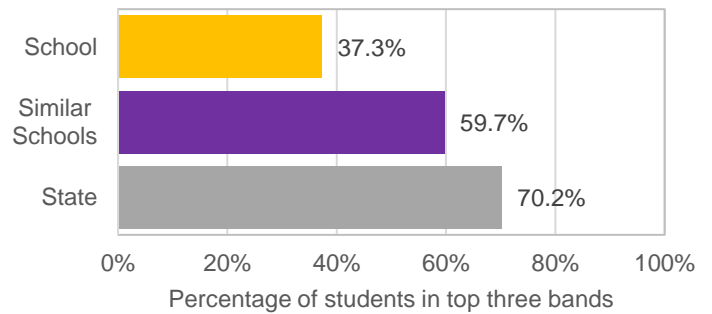
Similar Schools average:

59.7%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

38.2%

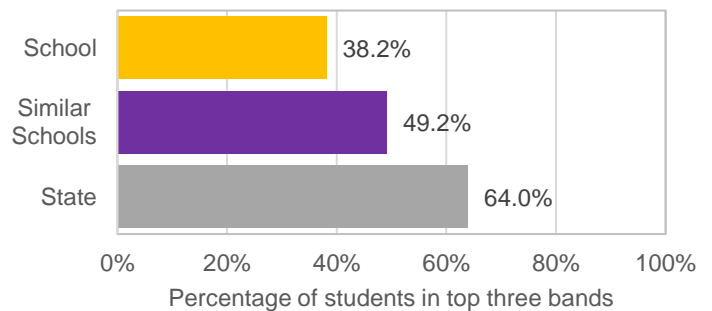
Similar Schools average:

49.2%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

23.0%

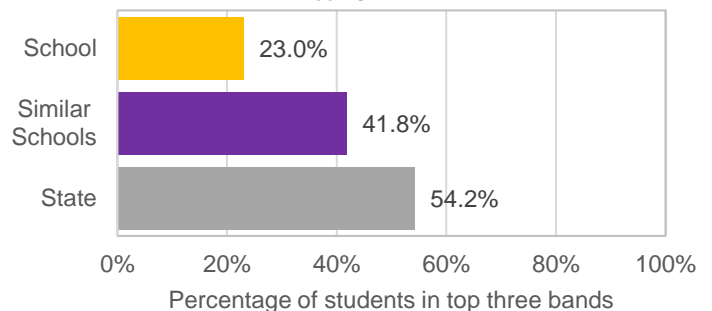
Similar Schools average:

41.8%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

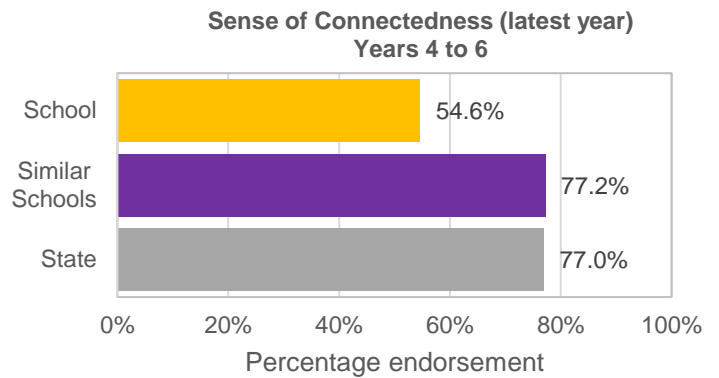
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	54.6%	61.1%
Similar Schools average:	77.2%	79.6%
State average:	77.0%	78.5%

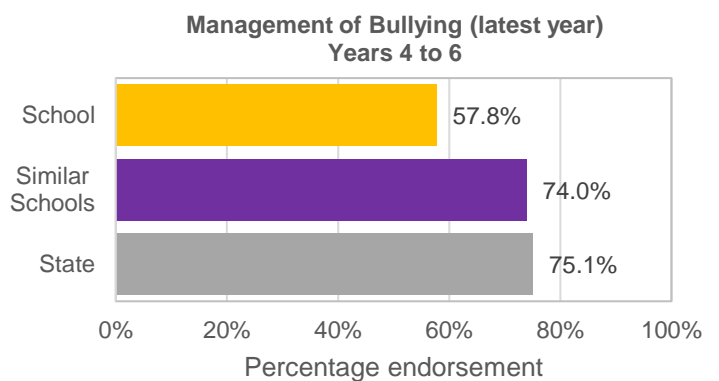


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	57.8%	55.5%
Similar Schools average:	74.0%	76.4%
State average:	75.1%	76.9%



ENGAGEMENT

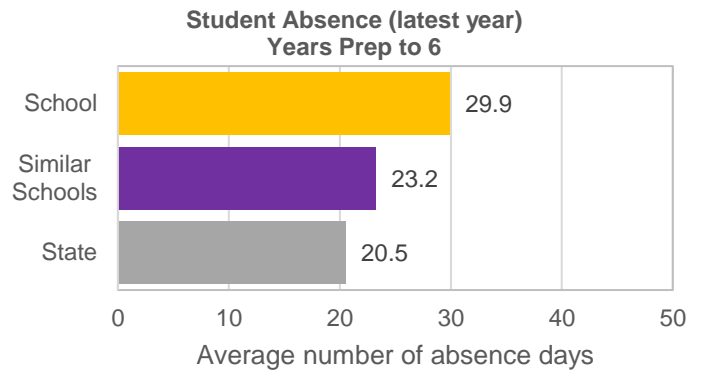
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	29.9	31.8
Similar Schools average:	23.2	21.5
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	88%	85%	88%	85%	82%	82%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,062,662
Government Provided DET Grants	\$2,078,683
Government Grants Commonwealth	\$7,700
Government Grants State	\$5,000
Revenue Other	\$50,325
Locally Raised Funds	\$64,179
Capital Grants	\$0
Total Operating Revenue	\$7,268,550

Equity ¹	Actual
Equity (Social Disadvantage)	\$484,310
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$484,310

Expenditure	Actual
Student Resource Package ²	\$4,362,289
Adjustments	\$0
Books & Publications	\$254
Camps/Excursions/Activities	\$48,749
Communication Costs	\$8,042
Consumables	\$136,371
Miscellaneous Expense ³	\$10,468
Professional Development	\$9,820
Equipment/Maintenance/Hire	\$70,328
Property Services	\$314,069
Salaries & Allowances ⁴	\$15,338
Support Services	\$614,688
Trading & Fundraising	\$5,038
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,683
Total Operating Expenditure	\$5,648,135
Net Operating Surplus/-Deficit	\$1,620,415
Asset Acquisitions	\$196,135

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$896,906
Official Account	\$12,965
Other Accounts	\$0
Total Funds Available	\$909,871

Financial Commitments	Actual
Operating Reserve	\$171,011
Other Recurrent Expenditure	\$14,235
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$109,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$430,000
Maintenance - Buildings/Grounds < 12 months	\$170,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$894,246

All funds received from the Department of Education, 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.