

**Rosanna Primary School
4568**

**2008 Annual Report to the
School Community**

School Overview

Rosanna Primary School was established in 1940 on a serene, gently sloping, landscaped site with views across the Yarra River flat lands to the Dandenong Ranges.

Enrolments are drawn from a wide area bounded by Heidelberg, the Darebin Creek and as far away as Watsonia. The current school enrolment is around 290- 300 and is likely to remain stable for the next few years.

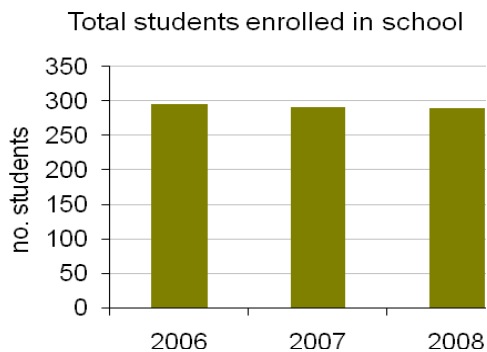
The School's demographic location has changed significantly over the past eight years. The area is at a stage of transition where many of the families have their youngest child only at the school. Older residences are being demolished to make way for higher-density apartment styled dwellings (often occupied by childless couples) and some new residential housing has resulted from the re-development of former green wedge reserves.

At Rosanna Primary School, our purpose is to develop each child to their potential as literate, numerate and socially competent citizens who acknowledge both their rights and responsibilities and those of others.

The values which form the basis of the actions of the whole school community are:

- Respect (demonstrated by acting with courtesy, tolerance and compassion)
- Cooperation (demonstrated through collaboration and teamwork)
- Excellence (demonstrated by achieving personal best through persistence of effort)
- Integrity (demonstrated by acting with honesty and trustworthiness)

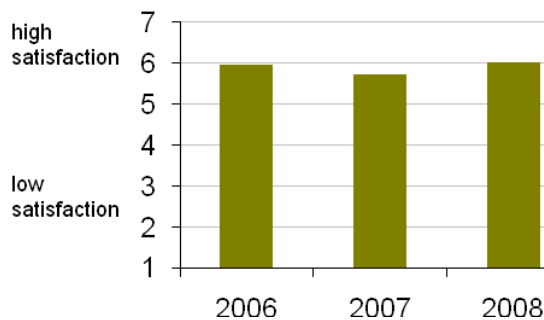
Student enrolments –



There has been a very slight decline in enrolment over the past three years but it is expected that the enrolment will fluctuate between 295 and 305 students for the next three years.

Parent Satisfaction –

Parents' satisfaction with this school
(average score on scale of 1 to 7, where 7 is best possible score)



Following a decline in 2007, the level of parent satisfaction in 2008 returned to its previous high level. Improvement strategies used in 2008 will be continued in 2009.

Commonwealth Requirements

- **Teacher Satisfaction –**

The average score for teacher satisfaction (morale) at this school was 79 on a scale from 0 to 100 where 100 is the best possible score.

- **Teacher Absence –**

The average number of days absent per teacher in 2008 was 6.36 where the state average was 6.40.

- **Teacher Retention –**

Of the 25 teaching staff at Rosanna Primary School at June 2007 (including those on leave without pay), 22 or 88% were still at the school at June 2008. This figure across all Government schools was 84%.

- **Teacher participation in professional learning –**

All teaching staff members have participated in professional learning throughout the year, such as the Principles of Learning and Teaching, Spelling, Restorative Justice and the Induction / Mentoring for Beginning program for teachers."

- **Teacher Qualifications –**

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at;
http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Principal's Report

2008 was another successful year for Rosanna Primary School with continuing strong student performances in a broad range of endeavours. Once again the school benefited greatly from the wonderful contribution of the dedicated parents and wider school community who continue to willingly commit their time and energy to support the students and staff. I am particularly indebted to the entire school staff who have again displayed an enormous commitment to the school and who continue to provide our students with the highest quality of teaching and support.

The following points are the highlights of a productive year -

- The continued high standard of student achievement across the school in the areas of English and Mathematics as measured against National benchmarks using data from Victorian Essential Learning Standards assessment and NAPLAN testing for years 3 and year 5.
- The successes and results achieved by students in the Prep to Year 4 Early Years program (led and coordinated by Judy Grikepelis, Michelle Veal and Krystal Calvert with the support of the Prep-Year 4 area teams). The results reflect the enormous amount of work that goes into planning and implementing the literacy and numeracy programs at our school.
- The continued excellent work of the teaching staff under the overall curriculum and Strategic Plan leadership of Cathie Furze, the Strategic Plan Implementation team leaders Cathie Furze and Lynette Sudborough.
- The success of the Early Intervention Program (Jo Monigatti), Reading Recovery (Diane Kennedy) and home school support groups in complementing the Early Years Program and providing additional support to enhance student learning.
- The high quality contribution of all the Administration staff (Sharon Henderson, Ann Kennedy and Julie Smith) who assisted us so capably throughout the year, particularly with the passing in term 2 of our previous Business Manager, Marilyn Wilson. This was a very sad and difficult time for the school community. Despite this setback, our school office continues to be an efficient, warm and welcoming place for all.
- The continuation of the numeracy extension programs in years 5 and 6.
- The contribution to the school made by staff involved in the Program for Students With Disabilities, Out of School Hours Care Program, Canteen and Out of Hours Music Programs – piano, violin, electronic keyboard and guitar.
- The achievements of School Council in school governance. The continued support and contribution of this dedicated and hard working group is highly valued. Many thanks to the executive and to sub-committee convenors. The spirit of cooperation continues to characterise school council meetings and sub committee meetings.
- The Friends Of Rosanna Primary School (FORPS), led by Sarina McDermott , Jenny Major, Di Carmichael and Glenys Schubert, that continues to contribute to the school in a myriad of ways through support services and fundraising ventures.
- The fundraising and social functions organised by the Friends Of Rosanna Primary School (FORPS) with successful activities that include the trivia night and the chocolate drive. In an outstanding effort, FORPS raised approximately \$25,000 for the school.
- The installation of an additional two inter-active whiteboards, giving us a total of six in our twelve classrooms.

- The clean and well maintained school buildings and grounds – testament to the continued hard work of the cleaning staff and the School Council Facilities sub-committee.
- Continuation of the school band program and the recruitment of many new band members. In 2008 we commenced a relationship with Musicorp who have taken over the administration of the instrumental program. Thanks to the work of our instrumental teacher Olivia Tabone who has re-energised the band program.
- The school's interschool sports teams continued to provide many children with the opportunity to represent the school in a variety of sporting endeavours. The school was district premiers in Girls' rounders and runners up in Girls' and Boys' softball and Girls' netball A and B.
- A very successful school concert with the theme of "Marvellous Melbourne" and the move to a new venue that provided greater comfort for the audience and far better facilities for the performers. The change of venue allowed for a significant rise in the quality of the performance and resulted in a heightened sense of satisfaction for the performers.
- The effective student leadership provided by House Captains and Junior School Councillors.
- The valued contribution of families and staff who have moved on from Rosanna Primary School.

School Council President's Report

Overview

The work of a school council is to plan and guide the school's future direction and provide an environment in which the learning needs of the students are nurtured.

In 2008, Rosanna Primary School was once again very lucky to have an enthusiastic and supportive group of parents and staff who gave their time and substantial energy to work on School Council. For this, the entire school community is grateful.

The Council itself is a forum for discussion, review and approval, with the various sub-committees taking on the majority of the work. Without the efforts of the Finance, Education, Safety House, Out of School Hours Care, Canteen, Uniform, Facilities and Promotion sub-committees, much of the excellent work around the school could not continue. Thank you to the convenors and members of all these subcommittees.

2008 Highlights

The items that find their way onto a School Council agenda are varied. For example, in 2008, numerous policies, contracts and price lists were reviewed and approved, program budgets set and community issues discussed. We planned a memorial for our beloved former business manager Marilyn Wilson, approved the loan of fair equipment to another school, set a price for the hire of the green oval by local sporting clubs and scrutinised our financial statements. Funds were approved to be spent on facilities and equipment, such as the interactive whiteboards, and we discussed priorities for maintenance and future working bees. We also discussed the school's progress towards its strategic plan objectives and how to manage the changing circumstances of the out of school-hours program.

The Friends of Rosanna Primary School (FORPS) also plays a vital role in the school by organising social events and fundraising. Rosanna Primary school Council is grateful for the substantial efforts of FORPS in 2008. The support the school community gives to their activities is a clear demonstration that their work continues to be highly respected by all at Rosanna Primary School.

The future

The Federal Government has recently indicated that funds for refurbishing or rebuilding all Australian schools will soon be made available – how we respond to this opportunity will be a major focus of Council this year, as will our oversight of the school's strategic plan and policy reviews.

I would urge all parents to consider joining Council or one of the subcommittees, or perhaps attending an occasional meeting as a parent observer. Being involved in Council business is a great way to learn more about what happens around the school. It's also an important way you can improve the outcomes for our children. No experience is necessary, just a healthy interest in your children's education and a willingness to contribute.

Marie Alafaci
School Council President

Student Progress & Achievements

Student Learning

2008-2011 Strategic Plan Goals -

- To extend the learning growth of all students particularly from years 3-5 in writing, spelling and number.
- To extend the learning of high achieving students
- To extend the learning of low achieving students

- 2008 Targets -** 90% of students to achieve a C or above in English and Mathematics
Outcome – English 95% achieved C or above, Maths 97% achieved C or above
- Year 3 to year 5 matched cohort to achieve a gain of 0.8 VELs level in English and Maths as measured by the NAPLAN/AIM test.
Outcome – English 0.99 mean VELs level increase and Maths 0.45 mean VELs level increase.
 - Increase the proportion of students achieving above the expected VELs level in Number NAPLAN/AIM assessment in Years 3 to 5 matched cohort to 35%.
Outcome- 17% of year 3 to year 5 matched cohort achieving above expected level.

Summary of progress – key improvement strategies

Implementation of the current Strategic Plan key improvement strategies was undertaken by two staff working groups- *Teaching and Learning* and *Welfare*. The following is a summary of the major achievements relating directly to Student Learning -

- Review of school vision and mission statements
- Review of Teaching and Learning policy
- Development of whole school spelling program
- Staff re-consideration of the Principles of Learning and Teaching (PoLT)
- Review of whole school assessment framework
- Development of individual learning plans for students achieving D or below in English and Maths
- Continuation of locally based reading challenge in place of the “Premier’s Reading Challenge”
- Implementation of Language Support program, ESL, Reading Recovery, literacy intervention and numeracy intervention and extension programs.

Summary of Student Achievement

In 2008 our students performed well in literacy and numeracy against school defined, state-wide and national benchmarks.

Student achievement in literacy was very pleasing with the following results for the reading targets set by the school and measured against the Victorian Essential Learning Standards-

Prep: 100% of students are reading at or above the State expected level; 19% are reading above the expected level.

Year 2: 97% of students are reading at or above the expected level; 29% are reading above the expected level.

Year 4: 92% of students are reading at or above the expected level; 37% are reading above the expected level.

Year 6: 95% of students are reading at or above the expected level; 40% are reading above the expected level.

Student achievement in mathematics was also very pleasing with the following results as measured against the Victorian Essential Learning Standards-

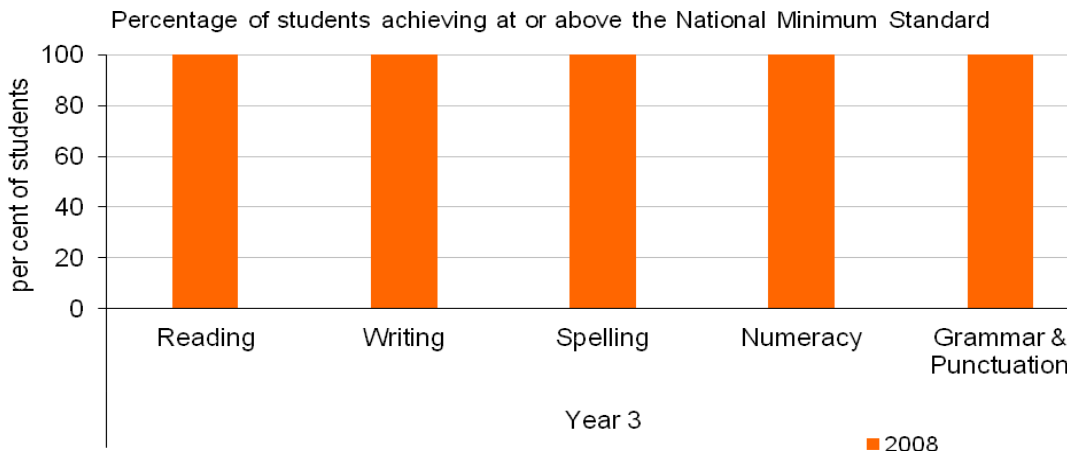
Prep: 100% of students are working at or above the expected level; 0% working above the expected level.

Year 2: 97% of students are working at or above the expected level; 31% working above the expected level.

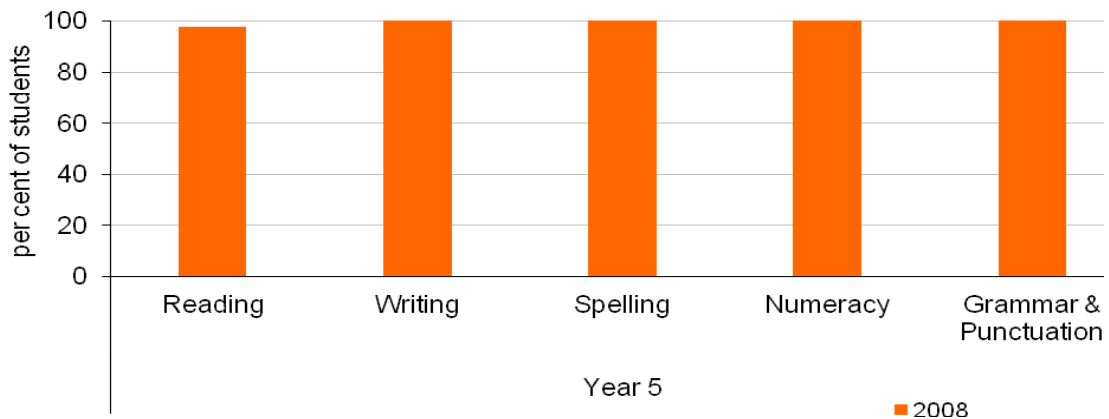
Year 4: 97% of students are working at or above the expected level; 45% working above the expected level.

Year 6: 95% of students are working at or above the expected level; 27% working above the expected level.

Percentage of students achieving at or above the National Minimum Standards -



In the first year of the NAPLAN testing program, 100% of year 3 students achieved the national minimum standard in all aspects of English and Mathematics.



In the first year of the NAPLAN testing program, 100% of year 5 students achieved the national minimum standard in most aspects of English and Mathematics, the exception being reading where one student did not meet the minimum standard.

Student Engagement and Wellbeing

2008-2011 Strategic Plan Goals

- To optimise student well-being
- To optimise student engagement

2008 Targets - Decrease the total number of days absent per FTE student to 12 or below.
Outcome – 12.2 days absence per student

The proportion of year P-6 students who achieve C or above for Interpersonal Learning will be greater than 85%.

Outcome – 98% of year P-6 students achieved C or above.

Using the 5 point Attitude to School survey, maintain Student Motivation at 4.4 and Learning Confidence at 4.0.

Outcome - Student Motivation increased to 4.52 and Learning Confidence increased to 4.07.

Using the 5 point Attitude to School survey, increase the Classroom Behaviour score to 3.2 and maintain Connectedness to Peers at 4.2 and Student Safety at 3.9.

Outcome – Classroom behaviour maintained at 3.01, Connectedness to Peers increased to 4.28 Student Safety increased to 4.27.

Using the 7 point Attitudes to School survey, improve levels of Student Morale to at least 5.6 and Student Distress to at least 5.7.

Outcome – Student Morale increased to 5.62 and Student Distress improved to 5.86.

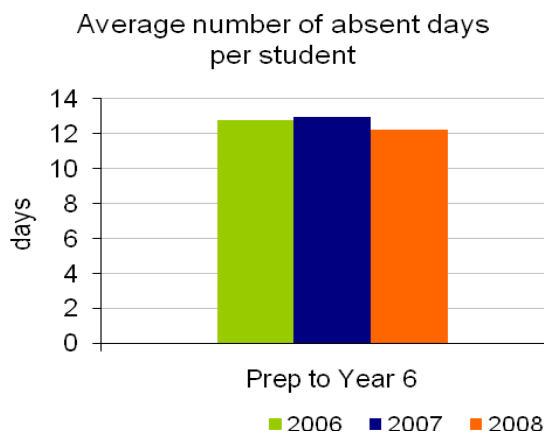
Summary of progress – key improvement strategies

The strategies employed to improve student safety and well-being was the responsibility of the Strategic Plan Welfare team.

The following is a summary of achievements in 2008 -

- Implementation of a behaviour forum for years 5 and 6.
- Continuation of “You Can Do It” - a whole school social skills program
- Development of a new Drug Education policy
- Review of the whole school values education program
- Introduction of an attitude to school survey for all students from P-6
- Development of improved student leadership programs
- Introduction of Restorative Justice approach to student behaviour management

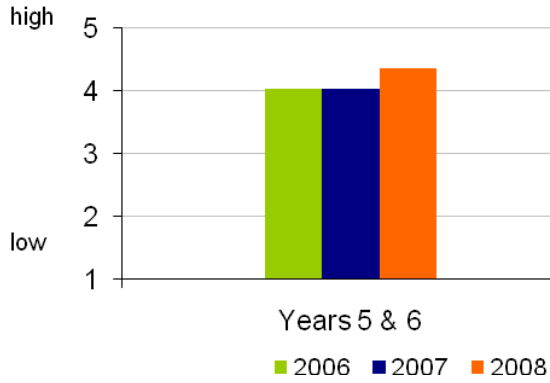
Average number of absent days per student –



The average number of student absences for 2008 declined and continued to be below the State mean. In a grade by grade break up, all but the Year 3 were below the state benchmark.

Students' school connectedness –

Student connectedness to school
(average score on scale of 1 to 5, where 5 is best possible score)



The level of student connectedness in 2008 increased significantly and is now above the state-wide mean. This is an area that will continue to receive great attention in the period of the current Strategic Plan.

Student Pathways and Transitions

2008-2011 Strategic Plan Goal

- To improve students independent learning skills

2008 Targets - The proportion of Year 3-6 students who achieve C or above for Personal Learning will be greater than 85%.

Outcome- 98% of year 3-6 students achieved C or above.

Using the Attitude to School survey, maintain the levels of Student Motivation at 4.4 and Learning Confidence at 4.0.

Outcome - Student motivation increased to 4.52 and Learning confidence increased to 4.07.

Summary of progress – key improvement strategies

The strategies employed to improve transition from prep-school to Prep and from Year 6 to Year 7 were the responsibilities of the School Council's School Promotion sub-committee and the designated transition coordinators with the support of the relevant year level teachers.

The following is a summary of achievements in 2008 -

- Review of transition issues that arise between Prep and Year 1, Year 2 to Year 3 and Year 4 to Year 5.
- Organised activities to address the issues raised at the various in-school transition points
- Further improvements to parent information sessions and student orientation program
- Implementation of the "Hit the Ground Running" program for year 6 students

Summary of Achievement

Results of the survey administered to new families indicate 100% satisfaction of the school's information and orientation processes for pre-school to school transition.

The small improvements in Student Motivation, Learning Confidence, Student Morale and Student Distress indicate that the improvement strategies have been effective.

Future Directions

Student Learning

Promote the school goals and vision statements
Review the school's reading comprehension program
Continue to implement the Victorian Essential Learning Standards with an emphasis on the areas of "ICT" and "Communication"
Continue with the movie-making and animation programs, commenced in 2007 as part of the "Success for Boys" initiative
Continue with the very successful "RPS Reading Challenge"
Extend the parent reporting program through the use of 3-way conference in years 3-6 and student portfolios from years 1-6.
Review mathematics scope and sequence P-6.
Introduce school/home on-line mathematics programs
Conduct mathematics promotion activities such as special Maths days, parent information sessions and Maths competitions.
Continue with on-line mathematics assessment programs and investigate on-demand testing programs.

Student Pathways and Transition

Continue the successful "Hit the Ground Running" program in year 6 and the RPS transition program in year 5.
Implement the newly developed transition practices, particularly from Y2 to Y3 and Y4 to Y5.
Continue with existing transition practices for pre-school to Prep and Year 6 to year 7.

Student Engagement and Wellbeing

Refine the attitudes to school survey for all P-4 students
Continue and refine Y3/4 and Y5/6 student behaviour forums
Implement the Restorative Justice approach to behaviour management
Implement updated Drug Education program
Implement the revised school values education program
Re-introduce "Friends" social skills program for students at risk
Implement the revised student leadership program
Continue to implement and promote whole-school "You Can Do It" program.
Continue to closely monitor student absence rates and address those deemed to be of concern.
Continue the "Life Education Program" for all year levels

Financial Performance and Position

The school finished the 2008 year in a healthy financial position. As in past years, the school's finances in 2008 were managed by the School Council's Finance sub committee that met at least once per term to monitor revenue and expenditure relating to both credit and cash reserves.

The Finance sub-committee's aim is to utilise funds that maximise the learning opportunities of our current students in the current year while laying the foundations for sustainability and future development in a broad range of endeavours.

With this in mind the school has set aside an amount each year that can be directed to the following year's programs and facility development. It is planned to purchase at least six more interactive whiteboards during 2009, at a total cost of approximately \$42,000.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DEECD Grants	187,101
Commonwealth Government Grants	44,144
State Government Grants	3,395
Other	19,237
Locally Raised Funds	260,197
Total Operating Revenue	514,075
Expenditure	
Salaries and Allowances	138,657
Bank Charges	128
Consumables	41,655
Books and Publications	4,268
Communication Costs	7,739
Furniture and Equipment	21,761
Utilities	10,721
Property Services	112,689
Travel and Subsistence	478
Motor Vehicle Expenses	
Administration	3,394
Health and Personal Development	590
Professional Development	5,009
Trading and Fundraising	69,453
Support/Service	200
Miscellaneous	53,930
Total Operating Expenditure	470,672
Net Operating Surplus/- Deficit	43,403
Capital Expenditure	12,350
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	225,046
Official Account	19,244
Other Bank Accounts(listed individually)	
Total Funds Available	244,290
Financial Commitments	2008 Actual
School Operating Reserve	43,313.67
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	55,000
Revenue Received in Advance	803
Building/Grounds including SMS < 12 months	43,000
Region /Clusters Funds/School Based Programs < 12 months	
Provision Accounts < 12 months	2,800
Repayable to DEECD	35,000
Other Recurrent Expenditure (Accounts Payable)	
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	10,000
Region /Clusters Funds/School Based Programs > 12 months	54,374.24
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
Total Financial Commitments	244,290.91

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the school.