

2013 Annual Report to the School Community

Ruskin Park Primary School

School Number: 4916



Name of School Principal:

Elle May Laikve

Name of School Council President:

David Cook

Date of Endorsement:

26 May 2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Every student at Ruskin Park Primary School can develop their natural curiosity and imagination through new and engaging approaches to teaching and learning. The encouragement of a positive attitude within a friendly community of learners will promote success. Ruskin Park Primary School's values are: Building Friendships, Creativity, Honesty and Respect. Ruskin Park is committed to sustainability and is a ResourceSmart AuSSI Vic school working towards achieving the first sustainability Star.

The school has a commitment to Inquiry-based teaching and learning coupled with the explicit teaching of skills. Our 333 students also enjoy specialist subjects for Japanese, Visual Arts, Music and Physical Education. The school supports enrichment opportunities such as Wise Ones and the Victorian Model Solar Vehicle Challenge. The school encourages and supports parent involvement in various areas such as classroom support and Garden Club. A fully accredited Before and After School Care Program operates daily at the school. Ruskin Park is a QuickSmart school and the QuickSmart Mathematics Program operates with three qualified tutors. Ruskin Park Primary School continues to support a focus on developing as an Asia Literate School and Intercultural Understanding.

Ruskin Park Primary School has both full time and part time staff. There are 15 classroom teachers and specialist teachers for Japanese, Music, Art and Physical Education. One principal and one assistant principal represent Principal Class, with one full time and two part time Administrative Staff running the school office. The school has the support of Integration Aides as required each semester to support the funded 'at risk' students

Achievement	Engagement	Wellbeing
<p>The school maintains its focus on continuous improvement and building teacher capacity with a focus on effective planning for student learning. Teachers use learning intentions and success criteria to teach explicitly in the classroom. The school employs an inquiry learning approach. Ruskin Park is now a ResourceSmart AuSSI Vic school and is working towards achieving the first sustainability Star. Sustainability is a developing focus across the curriculum and students participated in the Victorian Model Solar Vehicle Challenge.</p> <p>Teacher assessments from the AusVELS and the NAPLAN results indicate that overall we are performing at a similar level to other schools, given the background characteristics of our students. Teachers monitor student learning needs through a structured Assessment Schedule in Literacy and Numeracy which includes: On Demand testing, NAPLAN and the Online Numeracy and English interviews. Teachers were introduced to the SPA – Student Performance Analyser -where the data was uploaded for further investigation and to inform teaching. Differentiation of the curriculum and catering for a range of abilities will continue to ensure success for all. A Targeted Literacy Intervention program was provided for Prep students.</p> <p>The QuickSmart Maths program is used to develop number skills and automatic response for students in Grade 5 and 6. Principal awards presented at Friday Assemblies celebrate academic excellence.</p>	<p>The school aims to improve student engagement through high quality student relationships. The school continues to focus on positive and ongoing communication and is moving towards more parent participation and increased involvement. Open Evenings to showcase the programs offered at Ruskin Park Primary School. Attendance rates are excellent and show continued improvement. In cases of non attendance, the school works with parents to address particular. The school utilises strategies from It's Not OK to Be Away to promote attendance across the school. Extra curricular activities such as Little Devils Circus skills, STOMP dance, Creative Music, Garden Club, Rock Band and participation in State Schools Spectacular provide opportunities for students to become involved in a range of activities and develop additional skills.</p> <p>Increased opportunities for student leadership were developed in response to student focus groups. The Year 6 students continue to develop leadership skills through roles such as school and house captains and additional authentic leadership opportunities. School leaders participated in a Cluster leadership day to further develop and apply leadership skills.</p> <p>Individual Learning Improvement Plans (ILIP) are developed for those students identified 'at risk' and for those students performing above the expected level. All funded students with a disability (PSD) showed progress in achieving their individual learning improvement goals.</p>	<p>Restorative Practices is utilised across the school to promote positive communication and to resolve student conflict. This is used in conjunction with student management protocols, such as Red Brain / Green Brain strategies to promote positive behaviours.</p> <p>Each year the school aims to improve transition processes and practices to enable all students to feel well supported in their transitions not only from preschool to prep and from year six to secondary college but also within the school. A strong Prep transition program has been established to support new students. There are visits with local secondary colleges to support year 6 students in their transition. An in-school tracking processes has been implemented to share information about the individual needs of the students as they progress through the school, to meet the learning needs of all students.</p> <p>A strong link is encouraged between Foundation students and Year 6 students to support the new students in their first year of school. This year-long relationship is nurtured as part of the Alannah and Madeline Foundation Better Buddies program. The school uses programs such as Seasons for Growth to help students deal with grief and loss and Friendship Groups to help students develop positive relationships with their peers. The school Student Wellbeing Worker supports teachers and students in wellbeing through small group activities and individual counselling sessions.</p>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 345 students were enrolled at this school in 2013, 167 female and 178 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

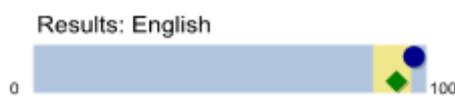
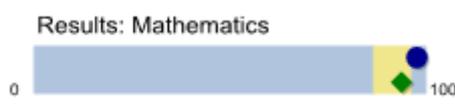
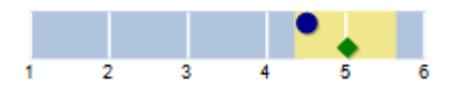
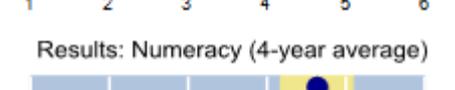
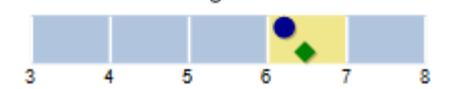
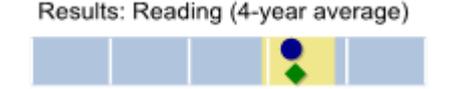
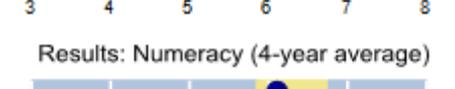
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>50%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>53%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>47%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>44%</td> <td>48%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>58%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	50%	15%	Numeracy	40%	53%	6%	Writing	26%	47%	28%	Spelling	44%	48%	8%	Grammar and Punctuation	23%	58%	19%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="558 795 1045 896"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>96 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	95 %	94 %	95 %	94 %	96 %	95 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	95 %	94 %	95 %	94 %	96 %	95 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>

How to read the Performance Summary 2013

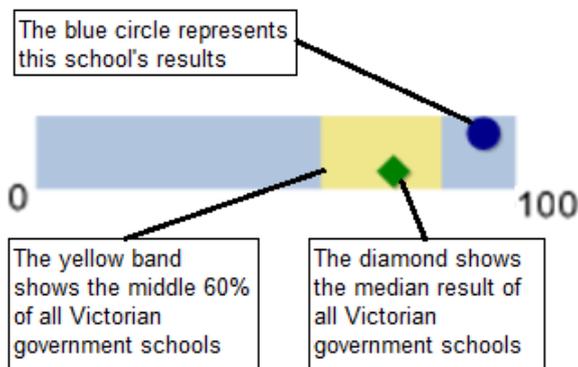
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

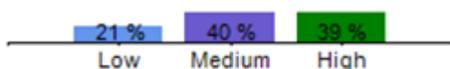
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$412,591
Government Grants Commonwealth	\$71,323
Revenue Other	\$13,661
Locally Raised Funds	\$323,469
Total Operating Revenue	\$821,045

Funds Available	Actual
High Yield Investment Account	\$239,621
Official Account	\$9,598
Total Funds Available	\$249,219

Expenditure	
Books & Publications	\$8,909
Communication Costs	\$5,857
Consumables	\$59,115
Miscellaneous Expense	\$126,680
Professional Development	\$15,906
Property Maintenance	\$230,746
Salaries & Allowances	\$202,962
Trading & Fundraising	\$44,056
Utilities	\$42,941
Total Operating Expenditure	\$737,172

Financial Commitments	
Operating Reserve	\$106,249
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds incl SMS<12 months	\$53,270
Maintenance - Buildings/Grounds incl SMS<12 months	\$35,000
Revenue Received in Advance	\$470
School Based Programs	\$4,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$25,230
Total Financial Commitments	\$249,219

Net Operating Surplus/-Deficit **\$83,873**

Asset Acquisitions **\$16,748**

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary