

2023 Annual Report to the School Community

School Name: Rosebud Primary School (2627)



- 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 17 April 2024 at 12:46 PM by Rhiannon Birkill (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 22 April 2024 at 06:54 PM by Adam Rizkallah (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

Rosebud Primary School, located on the picturesque Mornington Peninsula, stands as a distinguished school within the Victorian Government school system. As a focal point of our community, we consistently imbue our educational endeavors with the foundational values of honesty, effort, attitude, respect and teamwork. Central to our mission is the cultivation of gratitude and empathy, which serves to fortify our students' resilience in the face of challenges.

Guided by our overarching principles of Agency and Personalisation, we are steadfast in our commitment to supporting every student in their journey towards success, equipping them with the essential skills necessary for their holistic development. Our ethos revolves around fostering a culture of aspiration, curiosity, creativity and critical thinking, creating an environment where students feel empowered to tackle challenges, pursue their passions and actively contribute to their communities.

In our pursuit of educational excellence, Rosebud Primary School is dedicated to nurturing a dynamic and nurturing learning environment, where each student is enabled to realise their full academic, social, and emotional potential. Through a robust performance and development framework, our teachers engage in continuous improvement aligned with our school strategic plan and annual implementation plan. Collaborative efforts among educators within year-level teams, under the guidance of coordinators and leadership, exemplify our unwavering commitment to achieving excellence at every level.

We place significant emphasis on professional growth, ensuring that our staff are equipped with the latest pedagogical insights and best practices. Our instructional model emphasises personalised learning experiences, with the Learner Cycle framework empowering students to take ownership of their educational journey.

At Rosebud Primary School, student leadership is not only encouraged but actively nurtured, beginning from Year 3 and continuing through to Year 6. Through initiatives such as our Junior School Council, students are empowered to have a meaningful voice in shaping the direction of our school community.

Our comprehensive curriculum extends beyond the academic realm to encompass specialist programs in physical education, arts, music, STEM and Japanese, ensuring a well-rounded educational experience for all students. A rich tapestry of enrichment and extracurricular activities, including sports events, music lessons, lunchtime clubs and community festivals, further enriches the educational journey of our students.

Our school's infrastructure, featuring interconnected open classrooms and expansive grounds, fosters a conducive environment for learning and exploration. We take great pride in maintaining a welcoming, safe and inclusive atmosphere through the implementation of School-Wide Positive Behavior interventions.

With a thriving student population of 600 in 2024, Rosebud Primary School continues to experience remarkable growth, a testament to the quality and impact of our educational programs. Our strong partnership with parents and the wider community, exemplified through the active involvement of School Council sub-committees and fundraising initiatives, underscores our collective commitment to excellence and the well-being of every member of our school community.

Rosebud Primary School remains steadfast in its dedication to upholding the principles of HEART (Honesty, Effort, Attitude, Respect, Teamwork) in all facets of our educational endeavors, ensuring that each student is equipped with the skills, knowledge and values necessary to thrive in an ever-changing world.

Progress towards strategic goals, student outcomes and student engagement

Learning

The introduction of new leadership at Rosebud Primary School in the past year has supported a significant, positive shift in the school's ethos and operational dynamics. The appointment of a new principal has been met with respect and positivity from both staff and students, who have embraced their collaborative leadership style and curriculum expertise. This change has infused the school community with renewed energy and optimism, setting a promising trajectory for the future.

In anticipation of the 2024 academic year, Rosebud Primary School has undertaken a strategic shift to homeroom-based education, following extensive consultations with students and teachers. Student, teacher and parent forums served as platforms for constructive dialogue, revealing a unified vision among stakeholders regarding learner profiles, values and educational aspirations for our primary school children. The consensus reached underscores a shared commitment to fostering personalised, student-centric learning environments conducive to holistic development.

Furthermore, educators at Rosebud Primary School have diligently crafted a consistent instructional model poised for implementation in 2024. Aligned with the school's overarching pillars of Personalisation and Agency, this model represents a culmination of efforts to support teaching practices and empower educators with increased autonomy and collaboration

opportunities. Initial feedback from teachers has been overwhelmingly positive, with anticipation mounting for further support initiatives aimed at facilitating a seamless transition.

In the realm of English, substantial investments have been made in pioneering programs such as Little Learners Love Literacy, Fountas and Pinnell, MiniLit, and MacqLit. Early indications suggest promising outcomes, particularly with Little Learners and MiniLit, prompting anticipation for formal assessments to validate anecdotal successes.

Complementing these pedagogical advancements, Rosebud Primary School has committed to implementing school-wide positive behaviors for learning in 2024. Concurrently, a dedicated "Learning to Learn" unit has been devised by staff to equip students with essential meta-cognitive skills and foster a culture of academic engagement and responsibility.

As the school progresses into 2024, the culmination of these initiatives underscores a comprehensive commitment to enhancing student learning outcomes and fostering a dynamic educational environment. With a clear focus on personalisation, student agency and collaborative professional development, Rosebud Primary School is poised to empower its students for success in an ever-evolving world.

Wellbeing

Rosebud Primary School has taken proactive steps to prioritise student well-being across all grade levels, fostering a supportive environment where every student can thrive emotionally and academically.

The addition of a dedicated Leading Teacher in Wellbeing in 2023, poised to begin impactful interventions in 2024, highlights the school's commitment to supporting teachers in effectively catering to the diverse needs of students. By focusing on coaching and providing Tier 1 adjustments within the classroom, this specialist ensures that all students receive the support they require to succeed.

Moreover, the employment of a Disability Inclusion Officer with specialised knowledge has been instrumental in supporting both teachers and students, particularly those requiring assistance at Tier 3 level. This ensures equitable access to education and fosters a culture of inclusivity within the school community.

The presence of an Acting Wellbeing Assistant Principal has further strengthened the school's support system, creating a cohesive team capable of addressing student wellbeing needs across all Tiers. This comprehensive approach ensures that students receive the necessary support to thrive emotionally and academically.

The implementation of School-Wide Positive Behaviors reinforces a conducive learning environment, promoting emotional awareness and resilience among students. Clear expectations facilitate readiness to learn, contributing to improved student engagement and attendance.

Furthermore, the introduction of before-school wellbeing programs has proven beneficial in preparing students for the day ahead, setting them up for success in their learning endeavors and positively impacting attendance rates.

Lunch-time clubs are thoughtfully designed to cater to the diverse needs of students, providing them with opportunities for enrichment and socialisation while promoting their overall wellbeing.

Additionally, the acquisition of play equipment for recess and lunch promotes collaboration, team-building and positive play, further enhancing the school's holistic approach to student wellbeing.

As a result of these initiatives, students report improved emotional awareness and resilience, enabling them to participate on an equal basis with their peers, feeling empowered and engaged in their learning journey. Consequently, student attendance has seen marked improvement, reflecting the high levels of engagement and support fostered by the school. Empowered by these measures, staff members feel confident in effectively catering to the diverse academic and emotional needs of students, creating a nurturing and inclusive learning environment at Rosebud Primary School.

Engagement

Rosebud Primary School has implemented a range of initiatives to enhance student engagement across all years, fostering a vibrant learning environment where students are actively involved in their educational journey.

The establishment of a whole-school Learner Cycle exemplifies our commitment to promoting student agency and empowerment, poised for implementation in 2024. This framework will provide students with structured opportunities to take ownership of their learning, fostering a sense of responsibility and autonomy.

To further bolster engagement, we have revitalised our approach to celebrating student achievements through assemblies and open afternoons, re-engaging our community in the process. By showcasing student accomplishments, we not only recognise their efforts but also inspire pride and motivation among students and parents alike.

Our commitment to student voice is reflected in the continued opportunities provided through the Junior School Council and student leadership programs. These initiatives ensure that students have a meaningful role in shaping whole-school decisions, fostering a sense of ownership and belonging.

The revamping of our camping program, with increased support from parent helpers, enhances opportunities for experiential learning and community bonding. Moreover, the implementation of evidence-based programs such as MiniLit and MaqLit supports student success in learning, catering to diverse learning needs.

A dedicated wellbeing team has been established to comprehensively address the academic, social, and emotional needs of all students in 2024. Supported by a Wellbeing Officer, this team monitors and intervenes in cases of high absenteeism, ensuring early intervention and support.

The expansion of morning programs, breakfast clubs, before/after-school and lunchtime clubs caters to a diverse range of student interests, providing additional avenues for engagement and enrichment.

Partnerships with community initiatives, such as the Rosebud Library, Team Kids for Out of School Hours Care (OSHC) and DSE Music Tuition for instrumental music programs, further enrich the school experience, offering students a plethora of opportunities for learning and growth beyond the classroom.

Through these concerted efforts, Rosebud Primary School remains dedicated to fostering a culture of engagement, empowerment and enrichment, ensuring that every student is motivated, supported and inspired to reach their full potential.

Financial performance

Rosebud Primary School concluded the 2023 academic year with our overall financial status remaining in surplus, with sufficient funds available in our bank account. This surplus ensures the continuity of our educational programs and enables the acquisition of extensive reading resources spanning from Foundation to Year 6, thereby enriching learning opportunities for all our students. Throughout the year, our Parents Association and Market Committee played integral roles in supporting our school financially. Their efforts yielded profitable results, including fundraising initiatives designated for various purposes. Notably, funds were allocated for the construction of a new playground, scheduled to be completed in 2024. These collaborative endeavors underscore the unwavering commitment of our school community to enhancing the learning environment and overall experience for our students. We would like to thank our School Council, Parent's Association and community for their continued support for our grounds improvement plan.

For more detailed information regarding our school please visit our website at
<https://www.rosebudps.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 602 students were enrolled at this school in 2023, 305 female and 297 male.

1 percent of students had English as an additional language and 3 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).

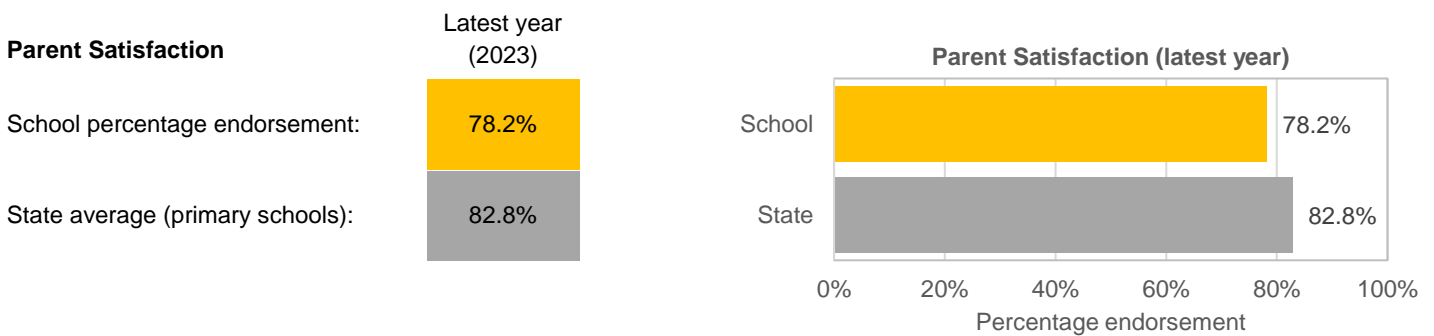
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

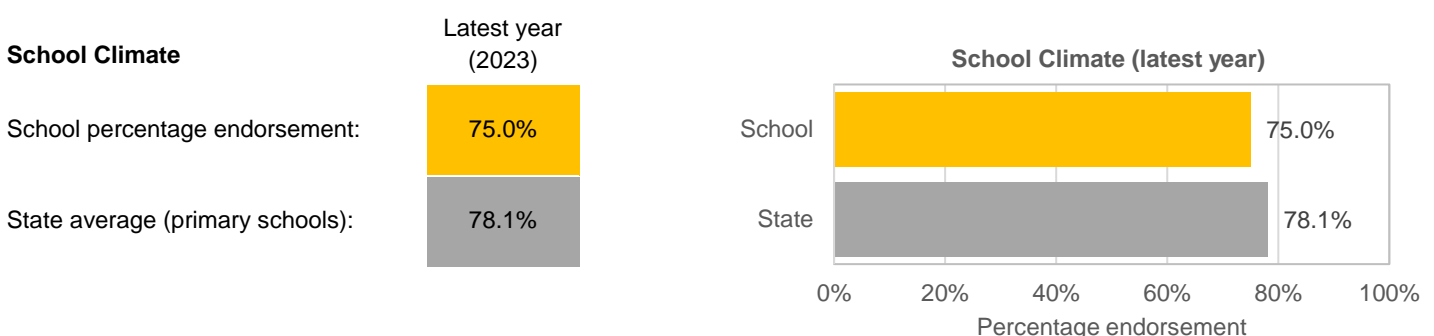


School Staff Survey

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

Latest year
(2023)

School percentage of students at or above age expected standards:

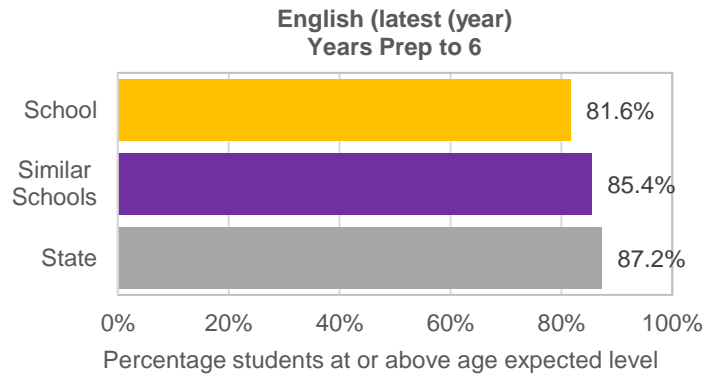
81.6%

Similar Schools average:

85.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

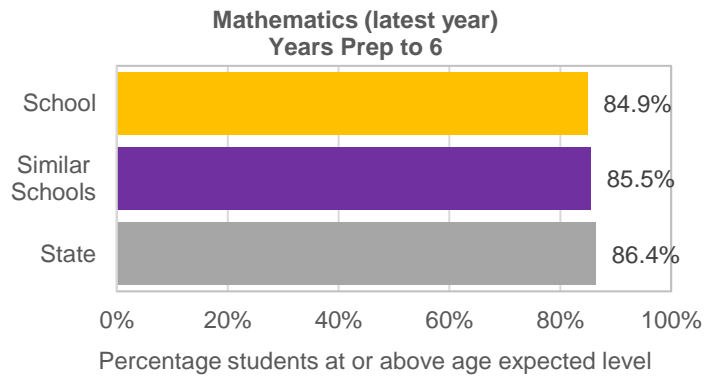
84.9%

Similar Schools average:

85.5%

State average:

86.4%



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:

68.3%

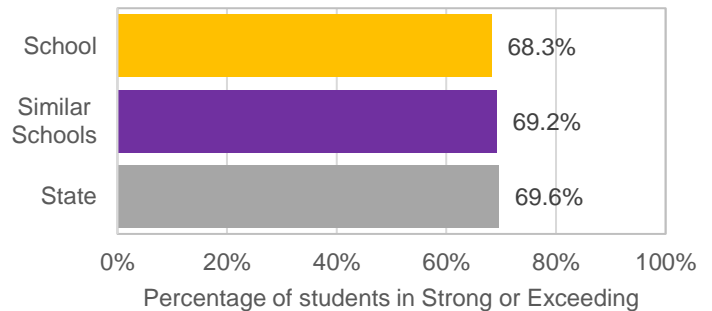
Similar Schools average:

69.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.7%

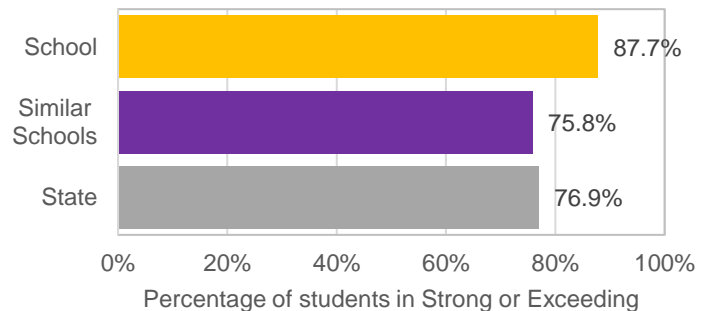
Similar Schools average:

75.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

74.7%

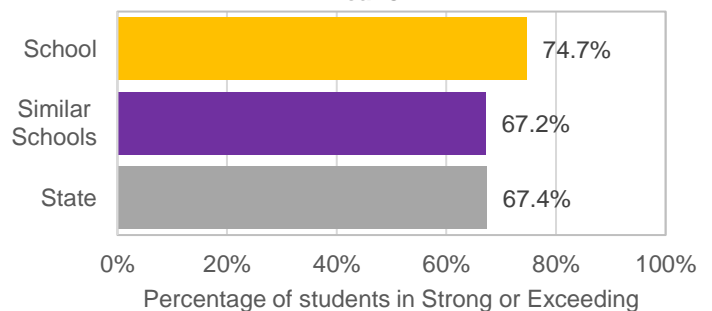
Similar Schools average:

67.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.1%

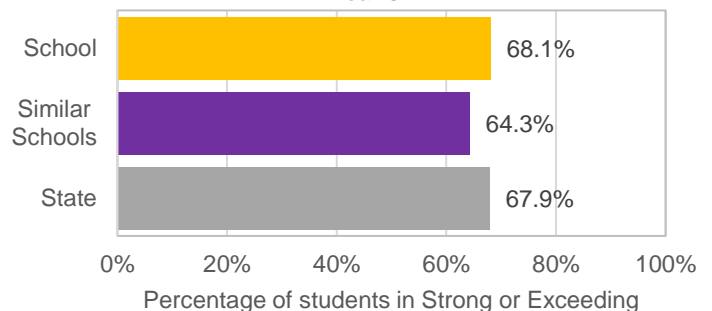
Similar Schools average:

64.3%

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:

67.8%

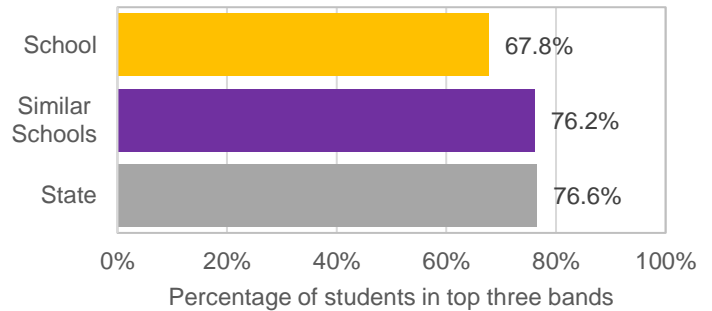
Similar Schools average:

76.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

74.7%

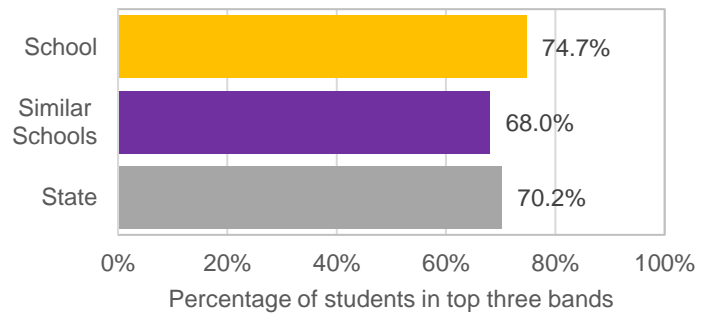
Similar Schools average:

68.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

65.4%

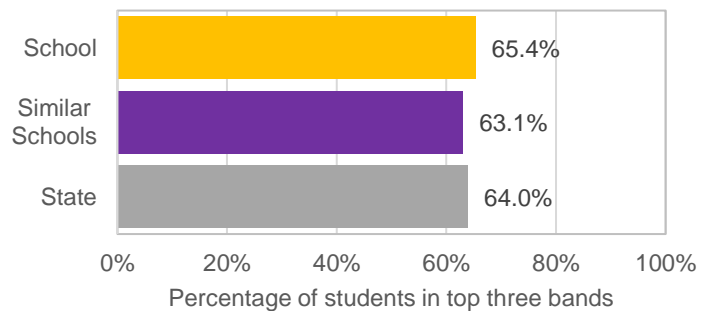
Similar Schools average:

63.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

42.6%

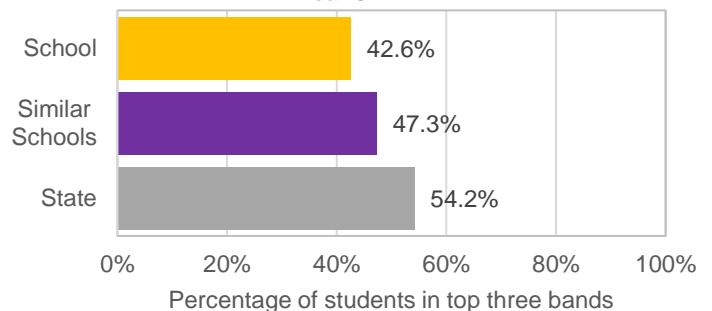
Similar Schools average:

47.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

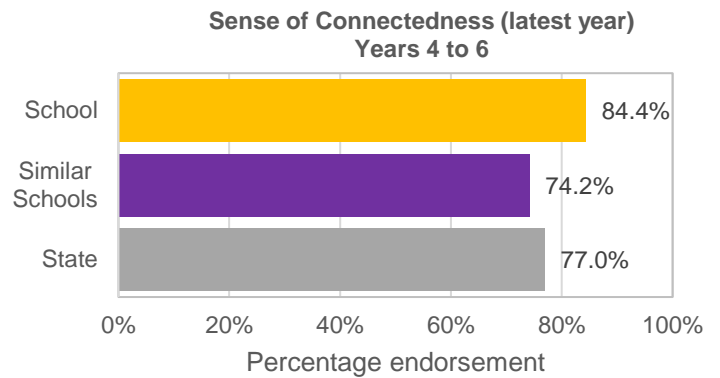
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	84.4%	82.8%
Similar Schools average:	74.2%	76.6%
State average:	77.0%	78.5%

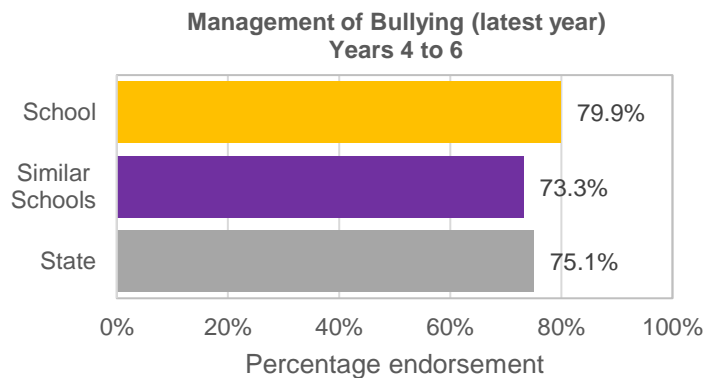


Student Attitudes to School – Management of Bullying

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:	79.9%	78.5%
Similar Schools average:	73.3%	75.6%
State average:	75.1%	76.9%



ENGAGEMENT

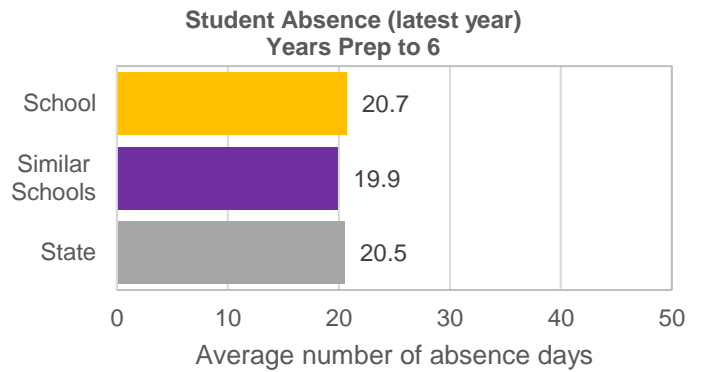
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.7	19.7
Similar Schools average:	19.9	18.3
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):	91%	89%	90%	90%	91%	89%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,129,898
Government Provided DET Grants	\$415,342
Government Grants Commonwealth	\$982
Government Grants State	\$0
Revenue Other	\$91,279
Locally Raised Funds	\$457,273
Capital Grants	\$4,977
Total Operating Revenue	\$7,099,751

Equity ¹	Actual
Equity (Social Disadvantage)	\$204,080
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$204,080

Expenditure	Actual
Student Resource Package ²	\$5,935,738
Adjustments	\$0
Books & Publications	\$68,166
Camps/Excursions/Activities	\$206,001
Communication Costs	\$12,262
Consumables	\$95,603
Miscellaneous Expense ³	\$43,890
Professional Development	\$34,580
Equipment/Maintenance/Hire	\$83,528
Property Services	\$261,317
Salaries & Allowances ⁴	\$89,451
Support Services	\$382,011
Trading & Fundraising	\$46,530
Motor Vehicle Expenses	\$4,712
Travel & Subsistence	\$0
Utilities	\$42,238
Total Operating Expenditure	\$7,306,027
Net Operating Surplus/-Deficit	(\$211,253)
Asset Acquisitions	\$132,429

- (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	\$1,161,703
Official Account	\$78,621
Other Accounts	\$0
Total Funds Available	\$1,240,324

Financial Commitments	Actual
Operating Reserve	\$189,722
Other Recurrent Expenditure	\$9,570
Provision Accounts	\$0
Funds Received in Advance	\$28,000
School Based Programs	\$80,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$250,000
Capital - Buildings/Grounds < 12 months	\$400,000
Maintenance - Buildings/Grounds < 12 months	\$220,000
Asset/Equipment Replacement > 12 months	\$150,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,327,292

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.