

2022 Annual Report to the School Community

School Name: Ripplebrook Primary School (2129)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 09 May 2023 at 05:32 AM by Nigel Kilpatrick (Principal)

- This 2022 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 09 May 2023 at 03:50 PM by Jodie Wells (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

Ripplebrook Primary School is situated in the small rural community of Ripplebrook, bordering the growth corridor of Drouin in the Baw Baw Shire. The school was established, at its current site, in 1961, but the original school on Tolley Road was established in 1879. It has provided quality primary school education for Ripplebrook and the surrounding areas during this period of time. It sits on an expansive, elevated site surrounded by farmland. The school has idyllic views of rolling hills and towering trees. Ripplebrook Primary School prides itself on setting high expectations of students, providing the support, scaffolds and resources to ensure every student achieves their personal best – academically, socially and emotionally. A comprehensive, challenging curriculum, a vision for academic excellence and lasting friendships between community members assist in empowering our students to become self-motivated, successful and active global citizens. Specialist programs such as Visual Arts, Performing Arts, STEM, Social Skills, Health and Physical Education allow students to discover their individual passions and interests and engage with the world and cultures outside their immediate environment. Enrolments have declined, with a final enrolment of 38 students, 13 females and 25 males as of Census Day. Many students travel from local townships, finding our school, rich in values and pride, an inspiring and visionary place to learn and grow. The school was staffed as follows: 1 Principal, 3 x full-time teachers, 3 x Education Support Staff, a part-time Business Manager/Administration and a School Chaplain 2 days per week. All staff are VIT registered and meet the requirements of employment within the Education Department of Victoria. The teaching staff members at Ripplebrook are committed, dedicated and approachable. They strive to deliver quality programs and take extra care in learning about the unique abilities of each child. As a school we pride ourselves on an Inclusive Learning Program which caters for students with special needs. The parents and community work actively to support our educational programs.

The school has modern teaching facilities and an extensive playground area that enhances what the school has to offer its students. Ripplebrook Primary School continues to cater for a diverse range of students coming from a diverse range of backgrounds, reinforcing the school's strong reputation for being inclusive and supportive of all students. Ripplebrook Primary School is built on the values of respect, responsibility, resilience and being an active learner to ensure that we are active, engaged learners supported to do our best. Student Voice is encouraged across the school with our student leaders taking on greater roles throughout the school and in our regular School Assembly and Junior School Council.

The School community strives to provide a friendly, caring and safe environment where the efforts of all are valued. Programs are designed to ensure inclusiveness and success for all. The rights and needs of all groups: students, teachers and parents are acknowledged and respected. A strong, productive and working relationship exists between parents and staff. The sense of community is a strong characteristic of the school and one that the school wishes to continue to maintain. With modern facilities, continual innovation and sound teaching programs being implemented. Ripplebrook Primary School is placing itself well for continued success. In 2019 the school's new strategic plan was developed and adopted.

Progress towards strategic goals, student outcomes and student engagement

Learning

Whilst 2022 was a return to 'normal' schooling, many students and staff had prolonged absences due to government Covid-19 isolation regulations, particularly during Terms 1-2 and teaching and learning was impacted because of this. However, the school persisted with priorities, with work continuing on with professional development in Writing moderation and an understanding of Maths Key Skills. Staff also participated in professional development around staff and student mental health and wellbeing, particularly the Disability Inclusion model which will be replacing the current Program for Students with Disabilities. The school also continued towards its role as a lead school in Respectful Relationships. Work was started around differentiation of the curriculum and utilizing assessments effectively to cater for the broad range of student's abilities and interests.

According to teacher judgements, the school had the following results for English at or above Standard: Reading & Viewing, 26%, Writing, 29%, Speaking & Listening, 45%. According to teacher judgements, the school had the following results for Maths at or above Standard: Number & Algebra, 52%, Measurement & Geometry, 42%, Statistics & Probability, 39%. These are all down on 2021 and 2020 results. Naplan was conducted online for the first time (except Year 3 Writing) and had the following results: 27% of Year 5 Students in the Top 2 Bands of Reading and 27% of Year 5 Students in the Bottom 2 Bands of Reading-which are both respectively significantly different to previous Naplan results. 27% of Year 5 Students in the Top 2 Bands of Numeracy and 36% of Year 5 Students in the Bottom 2 Bands of Numeracy-which are again different to previous Naplan results. As a strategy to improve

results, the school streamlined a number of assessment practices and introduced some new (whole school) assessments such as Words Their Way and Early Years Numeracy Interview to assist with triangulation of data and to allow moderation and differentiation. The school is continuing to access professional development in the areas of writing and focusing on teacher practice in literacy. The school has a number of students funded under the PSD program as well as a larger number of students with learning difficulties who are unfunded, and these students continue to strive towards achieving the learning goals set out for them in their Individual Education Plans.

Wellbeing

The Student Attitudes to School survey (AtoSS) was conducted and showed the following results: 86% of Year 5-6 students reported a positive endorsement in Stimulating Learning which was higher than 2021, 81% of Year 5-6 students reported a positive endorsement in Sense of Confidence which was also higher than 2021 and 78% of Year 5-6 students reported a positive endorsement of Managing Bullying which was lower than 2021. The highest categories for the school were 100% positive response for High Expectations of Success, 99% positive responses to Sense of Inclusion and 92% positive responses for Self-Regulation and Goal setting. The school continues to have programs and practices and processes in place to support student wellbeing and sense of safety. This includes a staffed quiet area during lunch time twice a week where students can go to do activities away from the playground environment. The school is a lead school for the Resilience Rights and Respectful Relationships initiative and has built teaching of this into the daily timetable. School wide positive behaviour support will require a further revisit/reset process due to staff turnover and subsequent knowledge of this approach. The school had regular visits from specialist staff for hearing impaired students, a speech therapist and an occupational therapist. The school continued to employ a School Chaplain (0.32 EFT) two days a week to work with students and families requiring extra social and emotional support. The school continued to run its Flying Start into Prep program (Term 3 and Term 4) which serves as a transition and integration into the school community, particularly for those students with additional learning needs. At the other end of the school, the staff ensure that they liaised with local secondary colleges to ensure the smooth transition of students into secondary schooling.

Engagement

The school has continued to focus on all students achieving their personal best in all areas of their schooling. Whole School activities which allow the community to be involved, were reintroduced in 2022. The Beach Day picnic was able to go ahead early in the year and the whole school camp was able to proceed in Term 4. The school held a House Athletics Sports Day in Term 1 as well as a Special Persons' Day during Book Week. The average attendance rate was 93.5 % which was Ranked as High. The average absence days at 34.6 was still higher than the state average and was significantly higher than the four-year average of 21.1. Due to the presence of large periods Covid-19 isolation Government protocols and student absence due to the mental wellbeing of a few families, it is harder to have an accurate fix on the level of attendance. The lowest rates of attendance of 30 or more days absent were Year 6 58%, Year 3 50% and Year 5 27%.

Other highlights from the school year

A whole-school camp was able to be held for the first time in a number of years, and most students and staff attended a 5-day, 4-night camp at Forest Lodge (Jack River) where they participated in a variety of outdoor/adventure activities. Some students participated at District Level for swimming and Division Level for Athletics. The school hosted soccer, football and cricket clinics for all students and had sporting schools coaches attend for gymnastics, volleyball and athletics. The school received \$1000 Landcare grant to repair and revitalise the greenhouse and vegetable gardens and \$300 for Schools' Tree Day, where students all assisted in planting 9 new trees.

Financial performance

Ripplebrook Primary School continued to maintain a sound financial position throughout 2022 with an operating reserve of \$26,976. The 2021 Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and priorities. The school prioritises adequate provision of resources, including human resources to ensure that student learning needs are met. Equity funding assisted with retaining all Educational Support staff, even though the enrolments decreased and some

previously PSD-funded students left the school. The school reduced future Voluntary Parent Payments for booklists based on resources the school already had plus utilising other budgets.

For more detailed information regarding our school please visit our website at
www.ripplebrookps.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 38 students were enrolled at this school in 2022, 13 female and 25 male.

0 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).

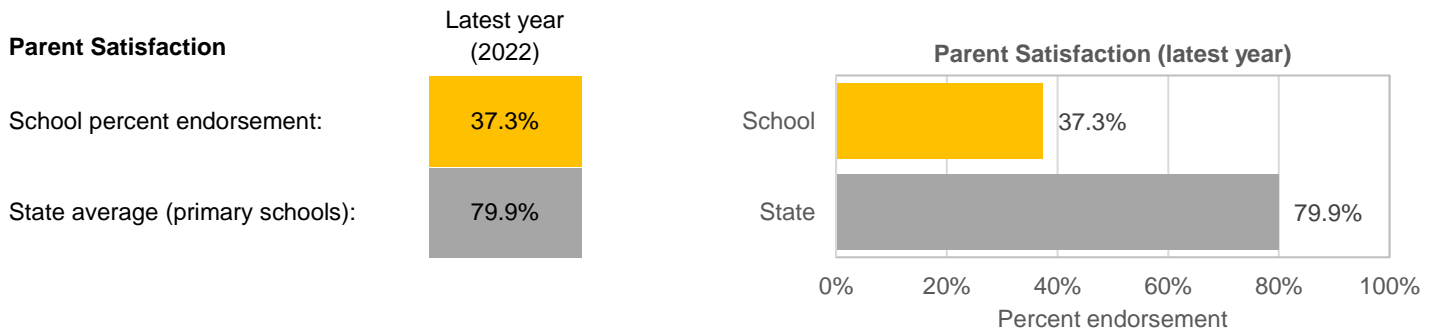
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

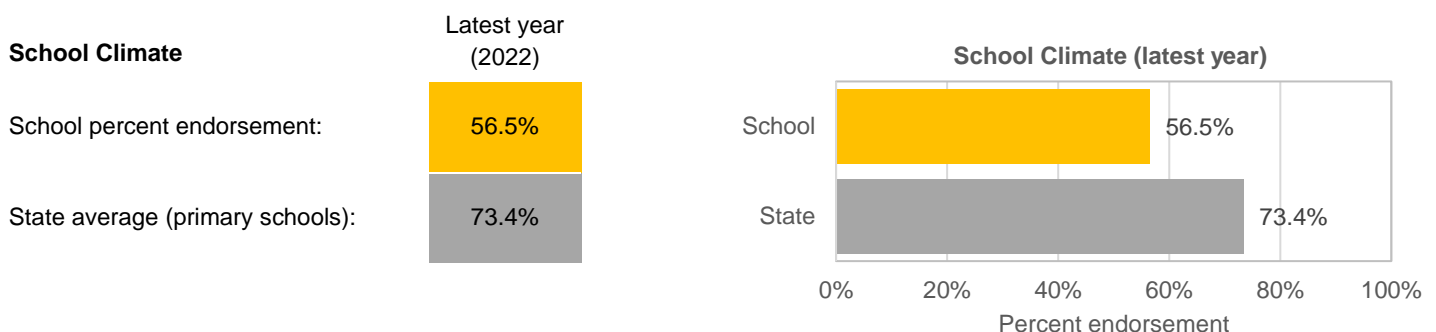


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

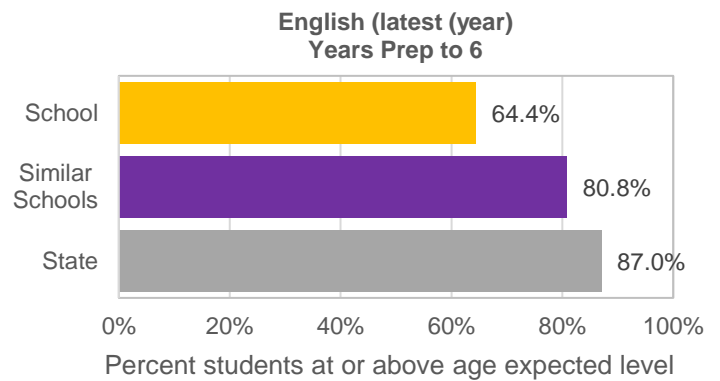
64.4%

Similar Schools average:

80.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

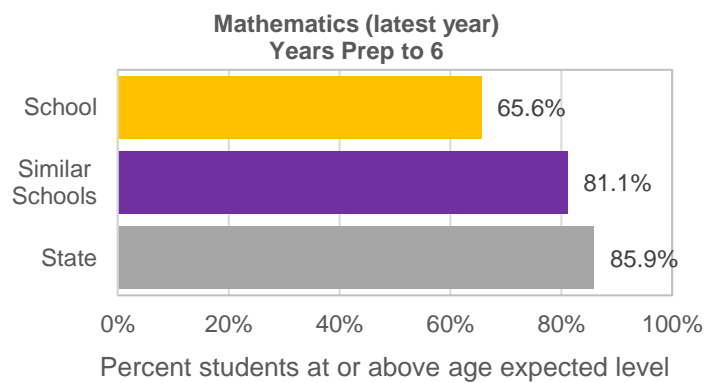
65.6%

Similar Schools average:

81.1%

State average:

85.9%



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.

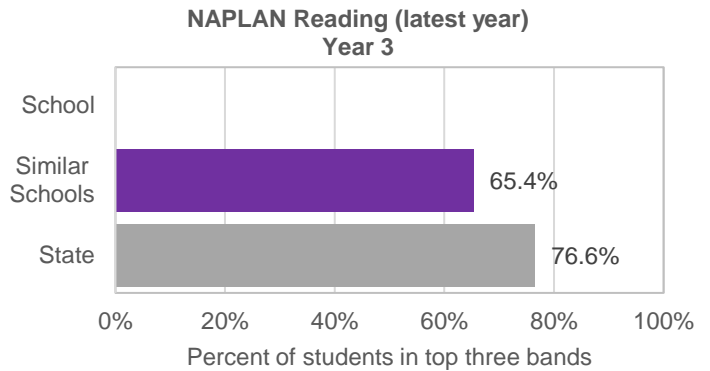
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

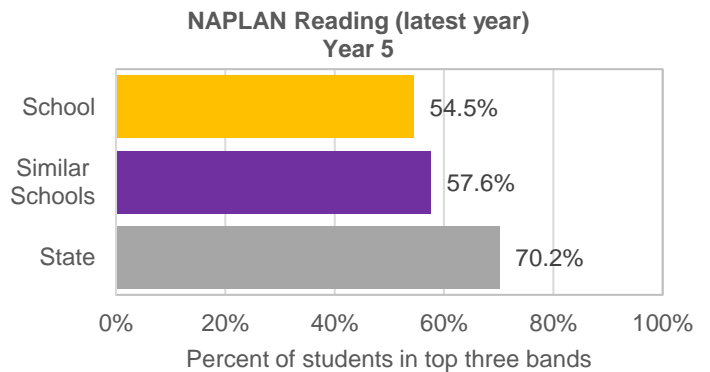
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	17.6%
Similar Schools average:	65.4%	61.3%
State average:	76.6%	76.6%



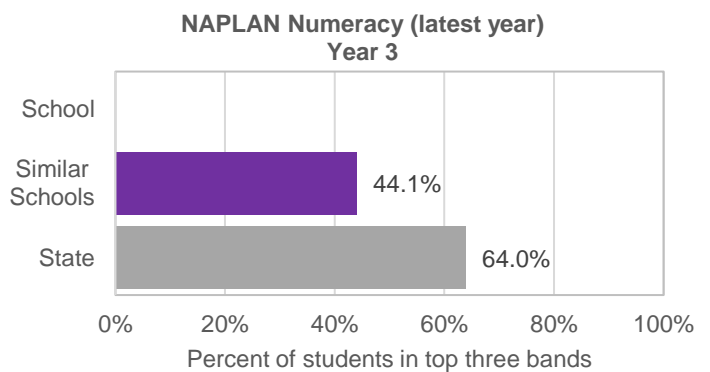
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.5%	44.4%
Similar Schools average:	57.6%	58.0%
State average:	70.2%	69.5%



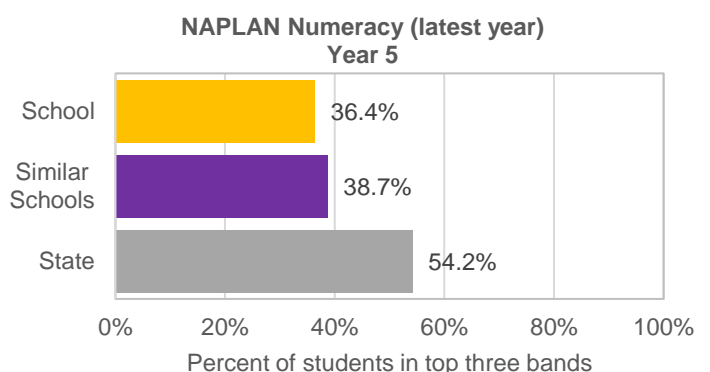
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	33.3%
Similar Schools average:	44.1%	49.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.4%	33.3%
Similar Schools average:	38.7%	44.7%
State average:	54.2%	58.8%



WELLBEING

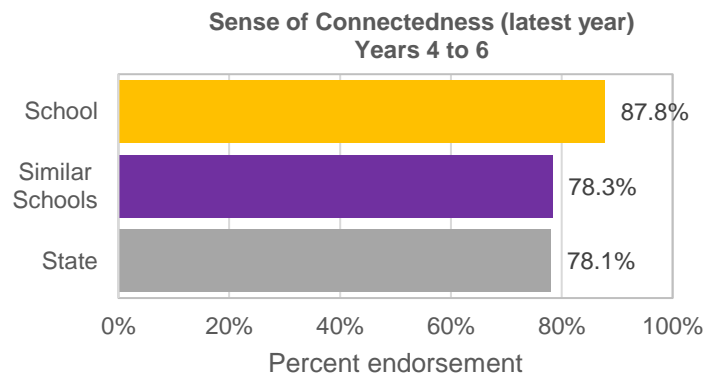
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	87.8%	83.9%
Similar Schools average:	78.3%	80.5%
State average:	78.1%	79.5%

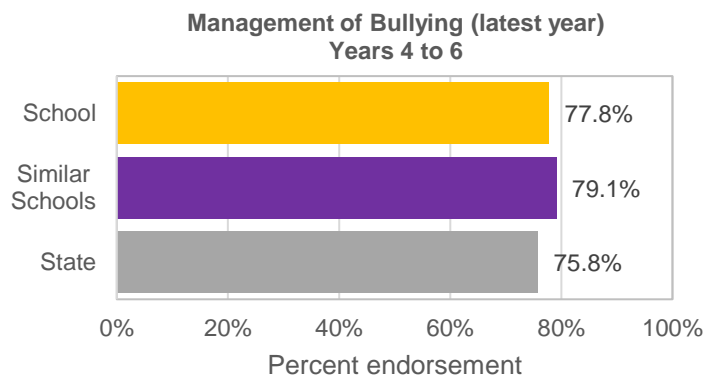


Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	77.8%	85.0%
Similar Schools average:	79.1%	82.3%
State average:	75.8%	78.3%



ENGAGEMENT

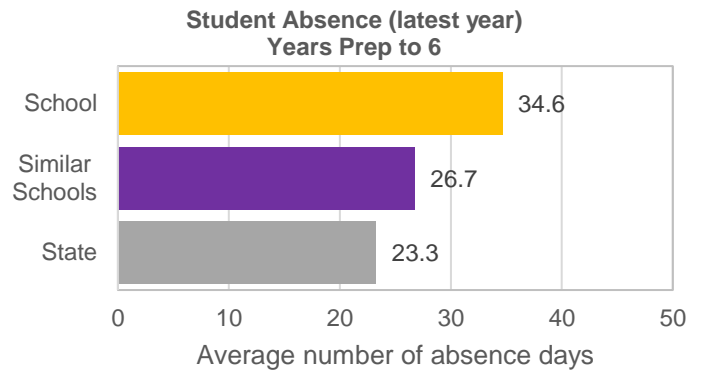
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	34.6	21.7
Similar Schools average:	26.7	19.2
State average:	23.3	17.0



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 (2022):	NDP	92%	84%	65%	86%	86%	77%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$647,986
Government Provided DET Grants	\$131,799
Government Grants Commonwealth	\$6,800
Government Grants State	\$0
Revenue Other	\$5,516
Locally Raised Funds	\$19,094
Capital Grants	\$0
Total Operating Revenue	\$811,195

Equity ¹	Actual
Equity (Social Disadvantage)	\$82,395
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$82,395

Expenditure	Actual
Student Resource Package ²	\$624,706
Adjustments	\$0
Books & Publications	\$91
Camps/Excursions/Activities	\$16,885
Communication Costs	\$1,973
Consumables	\$14,710
Miscellaneous Expense ³	\$2,616
Professional Development	\$3,365
Equipment/Maintenance/Hire	\$8,301
Property Services	\$28,299
Salaries & Allowances ⁴	\$18,148
Support Services	\$29,037
Trading & Fundraising	\$2,980
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,327
Total Operating Expenditure	\$758,438
Net Operating Surplus/-Deficit	\$52,757
Asset Acquisitions	\$0

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$200,135
Official Account	\$4,871
Other Accounts	\$0
Total Funds Available	\$205,005

Financial Commitments	Actual
Operating Reserve	\$20,747
Other Recurrent Expenditure	\$544
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$21,292

All funds received from the Department, 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.