

2024 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 \(VIT\)](#)
- 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 24 March 2025 at 06:37 PM by Nigel Kilpatrick (Principal)

- As executive officer of the school council, I attest that this 2024 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 24 March 2025 at 06:37 PM by Nigel Kilpatrick (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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, Japanese 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 increased, with a final enrolment of 36 students, 14 females, 20 males and 2 self-described 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. The 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 all students. 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, safety 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 Term 4, 2023 the school's new strategic plan was developed and adopted.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 started with 36 students on Census Day. During the year 7 students transferred in from other schools **after** Census Day. These changes to enrolments as well as staff changes due to long service leave and medical leave was a significant issue and teaching and learning was impacted because of this. However, the school stabilised staffing from Semester 2 and persisted with priorities, with work continuing with professional development in Writing moderation and an understanding of Maths Key Skills. Work continued around differentiation of the curriculum and utilizing assessments effectively to cater for the broad range of student's abilities and interests. 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 and partner with The Resilience Project to focus on students, staff and family well-being.

According to teacher judgement, the school had the following results for English at or above Standard: Reading & Viewing, 58%, Writing, 50%, Speaking & Listening, 55%. These are an increase on 2023 results. According to teacher judgement, the school had the following results for Maths at or above Standard: Number & Algebra, 58%, Measurement & Geometry, 50%, Statistics & Probability, 52%. These are an increase on 2023 results. Naplan was conducted online for the second time (except Year 3 Writing) but only had 7 students (4 Year 3 and 3 Year 5) enrolled at the time, so results are skewed. The following results: 33% of Year 5 Students rated as Strong and 33% of Year 5 Students rated as Developing in Reading and 100% of Year 5 Students rated as Developing in Numeracy. This is the second time this new ranking system has been used so at the initial stages of being able to track and monitor trends. As a strategy to improve results, the school streamlined a number of assessment practices and continued with 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/DI programs 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. The Teaching & Learning model was redesigned with staff input during Curriculum Days and will be audited against the new Victorian Teaching Learning Model (VTLM) 2.0 which was published late in the year.

Wellbeing

The Student Attitudes to School survey (AtoSS) was conducted and showed the following results: 62% of Year 4-6 students reported a positive endorsement in Stimulating Learning which was lower than 2023, 73% of Year 4-6 students reported a positive endorsement in Sense of Confidence which was also lower than 2023 and 87% of Year 4-6 students reported a positive

endorsement of Managing Bullying which was lower than 2023. The highest categories for the school were 94% positive response for High Expectations of Success, 90% positive responses to an Advocate at School and 89% positive responses for Sense of Inclusion. 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 a partner school for The Resilience Project. The school has built teaching of wellbeing into the daily timetable, however 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 speech therapists and occupational therapists and partnered with Psychs in Schools for a provisional psychologist working onsite 1 day per week in Term 4. 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, continued in 2024. The Beach Day picnic occurred early in the year and the whole school camp was held in Term 3. 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 82.7 % which was Ranked as Medium. Due to a large number of students transferring in during the year (especially Terms 3 and 4) and taking extended family holidays/transferring to home-schooling, it is harder to have an accurate fix on the level of whole-school attendance over 12 months. The lowest rates of attendance (<80%) were Prep, Year 4 and Year 5. The highest rates of attendance were Year 3 and Year 2 which all had 100% of students' attendance at or above 90%.

Other highlights from the school year

Outside School Hours Care (OSHC) opened in June for after-school care and supervision and grew from 1 student accessing the service to an average of 3 students per day by end of the year. Education Support staff already onsite undertook training and an increase in contact hours to enable this service to operate-after school only from 3:15-5:45 on days that the school was open. Japanese lessons via Webex from the Victorian School of Languages continued for a second year after the school had had several years where L.O.T.E could not be offered or there was an exemption to provide this area of the curriculum. All students were able to access weekly 30-minute sessions, with follow-up activities in their own classrooms between sessions. A whole-school camp was able to be held at Allambee, and most students and staff attended. Small Schools Athletics Sports was held for the first time in several years with neighbouring primary schools, and for some students this was their first opportunity to interact with children from outside

Ripplebrook. The school had sporting schools coaches attend for lacrosse, judo, netball, basketball, gymnastics and table-tennis. Colourful and engaging line markings and games (students voting for the most usable designs) were painted on school pathways for students to use and shade sails over playground areas were upgraded.

Financial performance

Ripplebrook Primary School maintained a sound financial position with bank balances and internal school budgets throughout 2024 but did have a deficit of \$44,230 due to changes in staffing budgets, particularly long-term leave replacement and increase of hours to some Education Support staff. The 2023 Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and priorities. The school prioritised 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 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. Disability Inclusion and Mental Health Funding budget lines were acquitted for the provision of personnel, equipment for students to access the curriculum and modification of school facilities (hand-held showers in student toilets, change table accessories). An OSHC Grant of \$115,000 (2024-2025) allowed for the upgrade to existing buildings to allow for a safe and secure environment (plaster, paint, electrical upgrade, security door and lighting as well as carpark/pathway access), purchase of resources and payment of training fees for staff. The school also received another \$1000 Woolworths Landcare grant which was used to purchase edible native plants for the greenhouse and native plants for Tree Day planting.

**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 36 students were enrolled at this school in 2024, 14 female and 20 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).

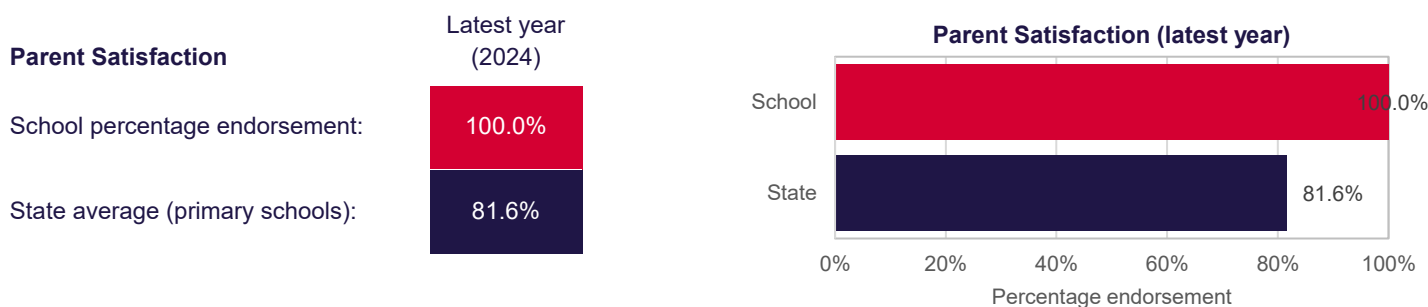
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

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

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

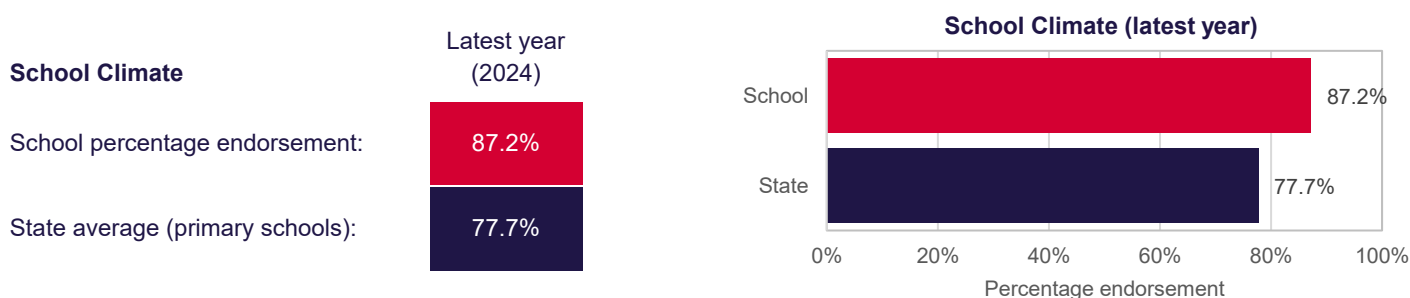


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

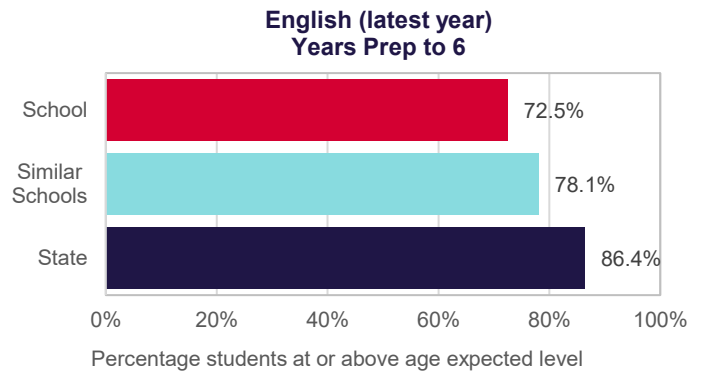
72.5%

Similar Schools average:

78.1%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

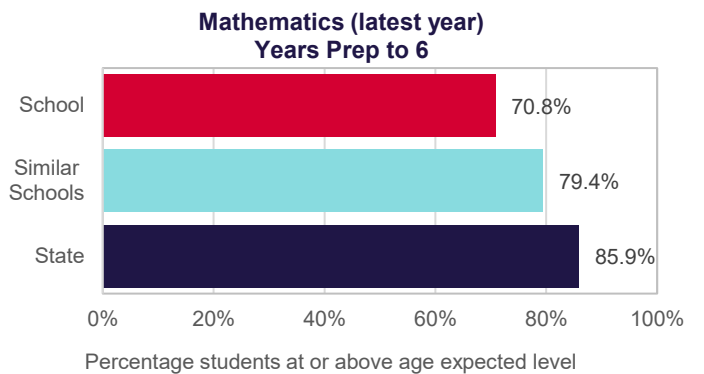
70.8%

Similar Schools average:

79.4%

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

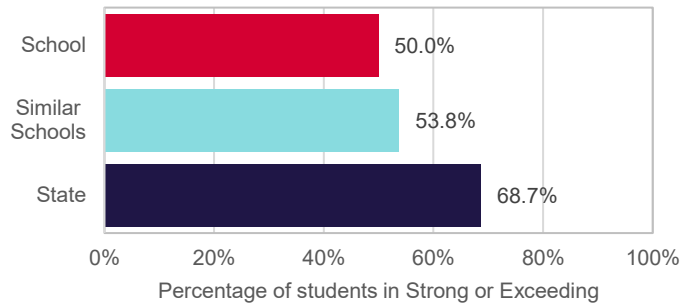
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	66.7%
Similar Schools average:	53.8%	56.0%
State average:	68.7%	69.2%

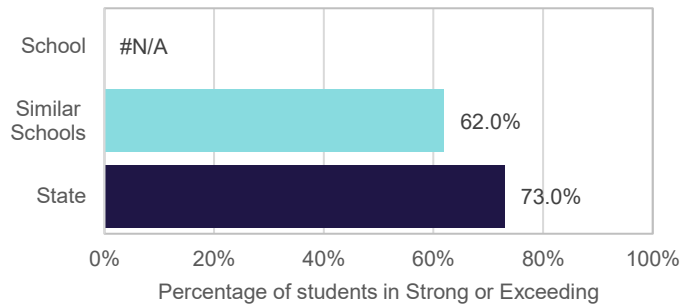
NAPLAN Reading (latest year) Year 3



Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	40.0%
Similar Schools average:	62.0%	67.2%
State average:	73.0%	75.0%

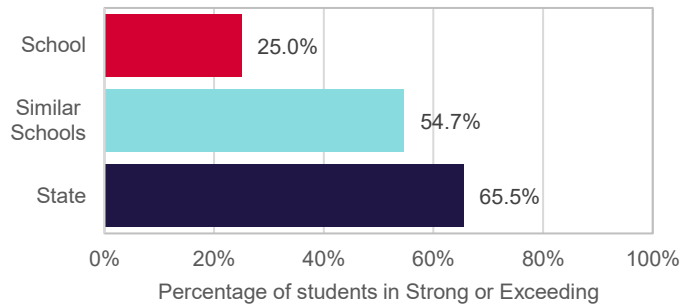
NAPLAN Reading (latest year) Year 5



Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	25.0%	50.0%
Similar Schools average:	54.7%	58.5%
State average:	65.5%	66.4%

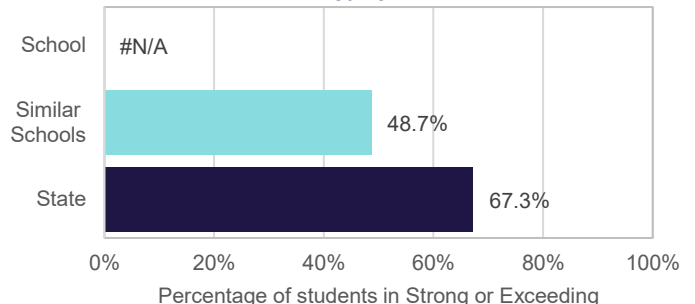
NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	20.0%
Similar Schools average:	48.7%	53.9%
State average:	67.3%	67.6%

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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

NDP

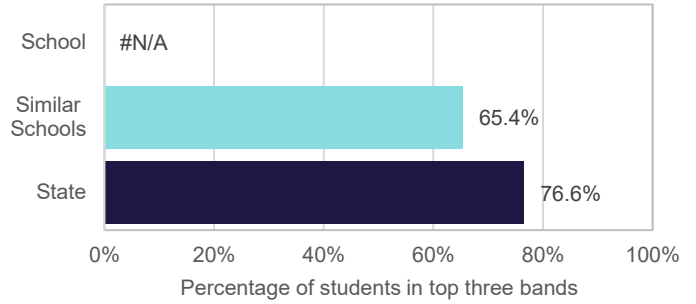
Similar Schools average:

65.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

54.5%

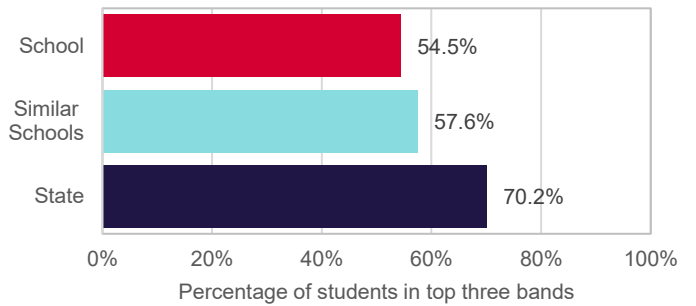
Similar Schools average:

57.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDP

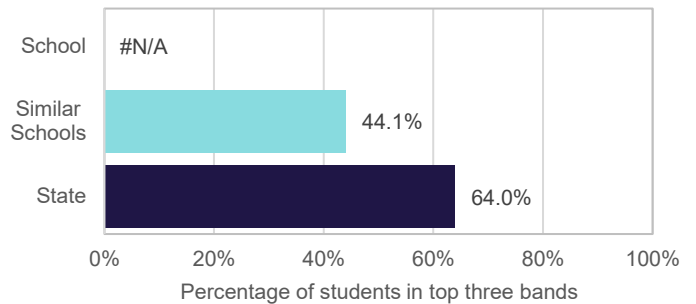
Similar Schools average:

44.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

36.4%

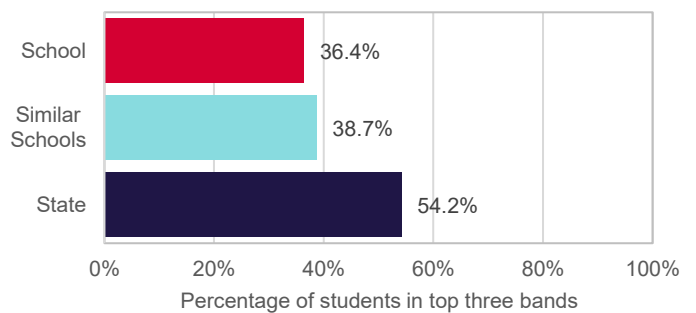
Similar Schools average:

38.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



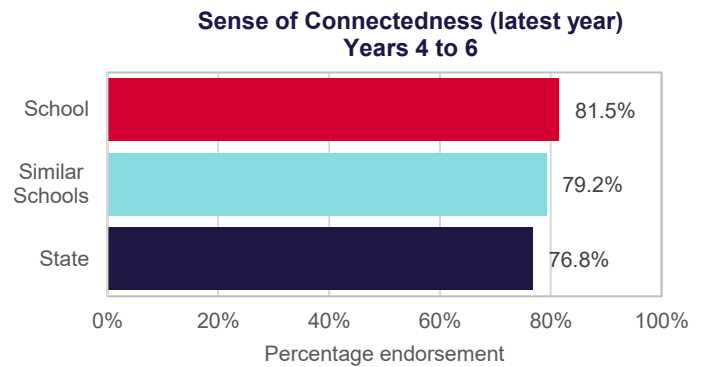
WELLBEING

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).

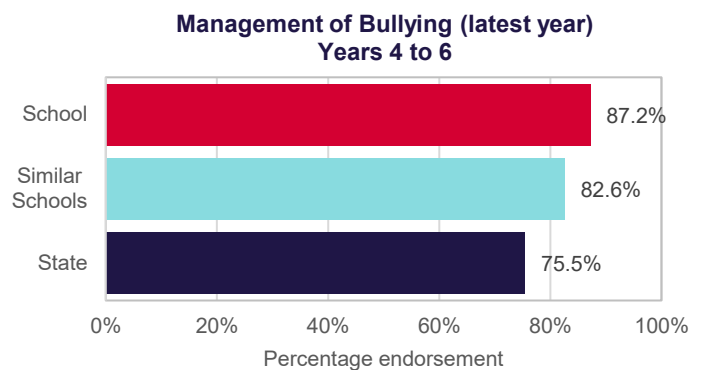
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	81.5%	83.1%
Similar Schools average:	79.2%	78.1%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	87.2%	84.0%
Similar Schools average:	82.6%	79.6%
State average:	75.5%	76.3%



ENGAGEMENT

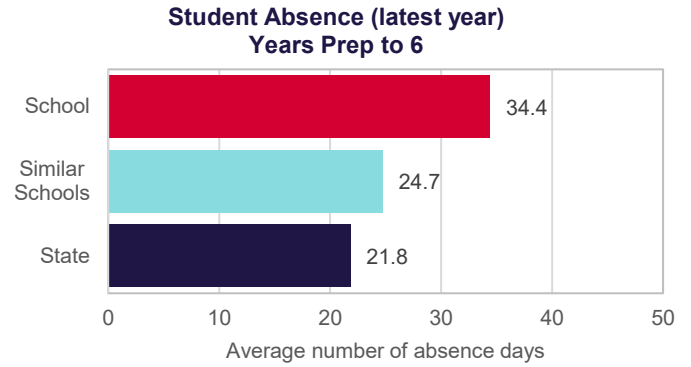
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	34.4	25.6
Similar Schools average:	24.7	22.9
State average:	21.8	20.1



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 (2024):	79%	82%	90%	90%	80%	77%	NDP



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$697,749
Government Provided DET Grants	\$134,617
Government Grants Commonwealth	\$9,250
Government Grants State	\$0
Revenue Other	\$13,975
Locally Raised Funds	\$34,552
Capital Grants	\$0
Total Operating Revenue	\$890,142

Equity ¹	Actual
Equity (Social Disadvantage)	\$41,053
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$41,053

Expenditure	Actual
Student Resource Package ²	\$741,979
Adjustments	\$0
Books & Publications	\$2,300
Camps/Excursions/Activities	\$11,666
Communication Costs	\$2,605
Consumables	\$50,155
Miscellaneous Expense ³	\$6,625
Professional Development	\$5,622
Equipment/Maintenance/Hire	\$25,312
Property Services	\$45,503
Salaries & Allowances ⁴	\$33,945
Support Services	\$62,247
Trading & Fundraising	\$11,452
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,580
Total Operating Expenditure	\$1,009,992
Net Operating Surplus/-Deficit	(\$119,849)
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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$191,771
Official Account	\$16,611
Other Accounts	\$0
Total Funds Available	\$208,382

Financial Commitments	Actual
Operating Reserve	\$44,669
Other Recurrent Expenditure	\$7,250
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$120,354
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	\$172,272

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.

