

2020 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 2020 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 25 March 2021 at 01:04 PM by Stephen Duncan (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 April 2021 at 03:36 PM by Shane Boyle (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 school on Tolley Road was established in 1879. It has provided quality primary school education for Ripplebrook and the surrounding area during this period of time. It sits on an expansive, elevated site surrounded by farmland. The school has idyllic views of Ripplebrook's green 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 Art, Performing Arts, STEM & Science, 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. Enrollments have remained steady, with a final enrolment of 45 students, 16 females and 29 males. 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 full-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 friendly, 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 safety to ensure that we are active, engaged learners supported to do our best. Our school community will thrive in an inclusive and supportive environment. Student Voice is encouraged across the school with our student leaders taking on greater roles throughout the school and in our Fortnightly 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 which is evident by the high level of parent participation in all facets of the school. The sense of community is a strong characteristic of the school and one that the school wishes to continue to maintain. With modern and excellent 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.

Framework for Improving Student Outcomes (FISO)

Whilst 2020 was a very disrupted year, the school persisted with priorities, with work beginning on professional development in the '6 + 1 Writing Traits' and writing moderation. Staff also participated in professional development around staff and student mental health and wellbeing. The school also continued towards its role as an SWPBS school as well as working towards an understanding of our role as a lead school in Respectful Relationships. Work was completed around learning communication platforms to successfully deliver curriculum material to students through the effect use of ICT. Aligned with this was the production of materials to educate parents in the ability to use the platforms and for them to be able to successfully assist their students in the home learning process.

Achievement

The majority of students responded well to assigned tasks delivered during the remote learning period. According to teacher judgements, the school had 62.5% of students at or above the expected standard in English, this is well below the state average of 86.3% and similar to the 2019 result. Mathematics was similar with 67.2% of students at or above age expected standards which was well below the state average of 85.2%. This is a similar result to 2019. No NAPLAN tests were conducted in 2020 so no NAPLAN learning gains figures are available for this period. As a response to the English results, the school introduced a Levelled Literacy Intervention (LLI) program in the latter half of 2020 which has been continued into 2021. The school is also accessing professional development in the area of writing and focusing on teacher practice in literacy. The school has a relatively high proportion 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 achieve the learning goals set out for them in their Individual Education Plans.

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 severely impacted in 2020. The beach day picnic was able to go ahead early in the year, but the whole school camp was unable to proceed in term 4 due to COVID restrictions. The average number of absence days at 16.6 was still higher than the state average of 13.8, but was significantly less than the four year average of 21.1. Due to the presence of large periods of remote learning, it is harder to have an accurate fix on the level of attendance. Attendance may also have been higher due to families not being able to travel during non holiday periods due to border closures and lockdowns. The lowest rates of attendance were year 5 86%, year 6 88% and Prep 89%. Whilst the Student attitudes to School survey was conducted, it was considered that the results were sufficiently different to previous years as to be considered unreliable.

Wellbeing

The school's 'student attitude to school' survey data was not considered to be consistent with previous years. As such little weighting can be placed on the results for sense of connectedness and management of bullying, which were both within a few percentage points of the state average. 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 respectful relationships program and has built explicit teaching of this into the daily timetable. School wide positive behaviour support was also introduced but will have a reset process in 2021 due to the stop start nature of the 2020 school year. A visiting teacher for medical issues visits two students regularly, a further visiting teacher for hearing working with one hearing impaired student. There is also a speech therapist and an occupational therapist who visit students at the school. There was severe disruption to the way that some of these services were delivered in 2020. The school has 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 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 liaise with local secondary colleges to ensure the smooth transition of students into secondary schooling.

Financial performance and position

Ripplebrook Primary School has continued to maintain a sound financial position throughout 2020 with an operating surplus of \$24,155. The 2020 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. The school made use of the remote learning period, and allocated funds towards, the rejuvenation of the exterior playing surfaces. Other maintenance items were also addressed whilst students were offsite. Information Technology resources for students were also significantly upgraded, coinciding with the remote learning period.

For more detailed information regarding our school please visit our website at 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.

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 45 students were enrolled at this school in 2020, 16 female and 29 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) which takes into account parents' occupations and education.

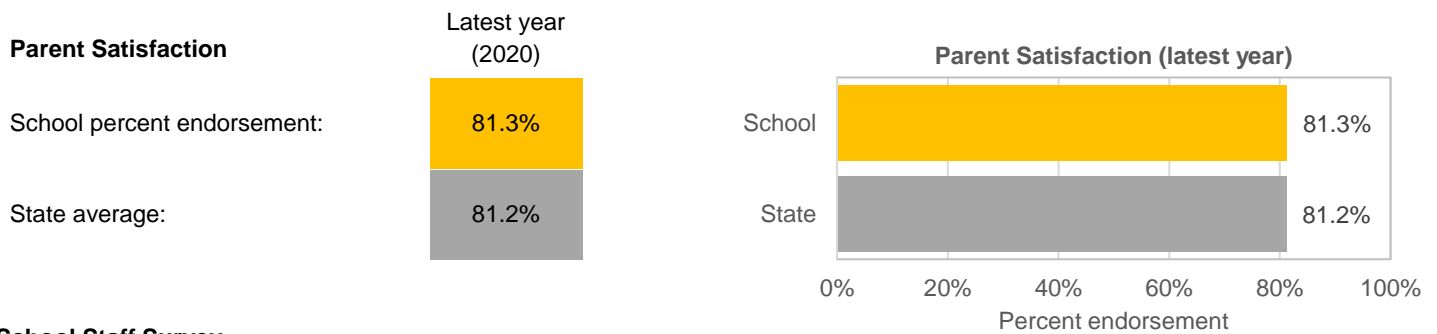
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

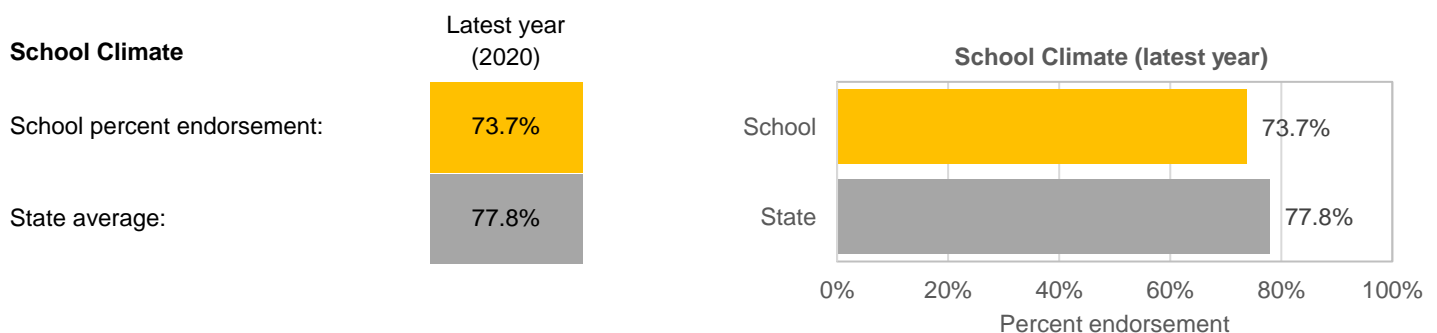


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

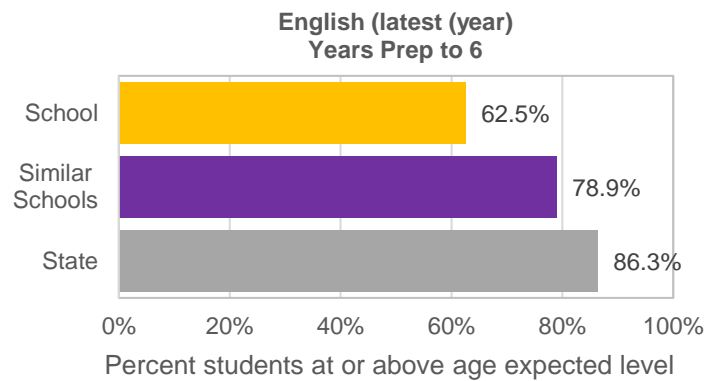
62.5%

Similar Schools average:

78.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

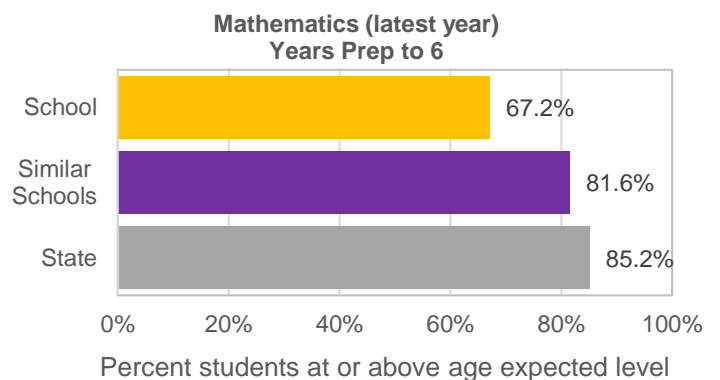
67.2%

Similar Schools average:

81.6%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

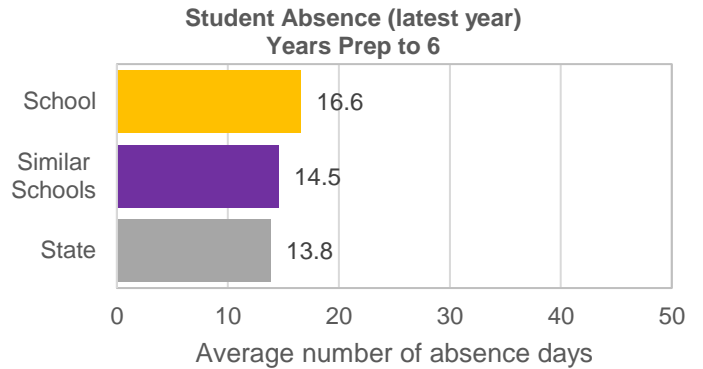
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.6	21.1
Similar Schools average:	14.5	16.2
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	92%	90%	96%	93%	86%	88%

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.

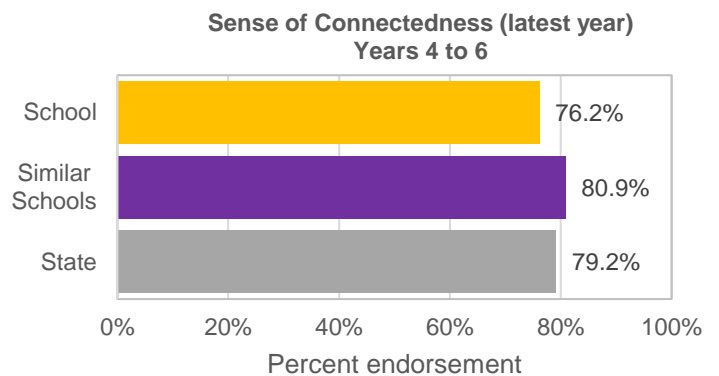
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	76.2%	85.6%
Similar Schools average:	80.9%	81.0%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

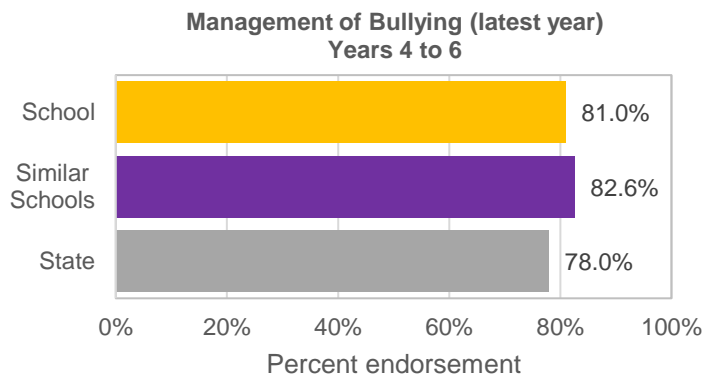
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	81.0%	88.9%
Similar Schools average:	82.6%	82.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$757,293
Government Provided DET Grants	\$157,856
Government Grants Commonwealth	\$650
Government Grants State	NDA
Revenue Other	\$747
Locally Raised Funds	\$14,952
Capital Grants	NDA
Total Operating Revenue	\$931,497

Equity ¹	Actual
Equity (Social Disadvantage)	\$59,174
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$59,174

Expenditure	Actual
Student Resource Package ²	\$748,650
Adjustments	NDA
Books & Publications	\$256
Camps/Excursions/Activities	\$1,379
Communication Costs	\$4,065
Consumables	\$20,906
Miscellaneous Expense ³	\$5,732
Professional Development	\$1,561
Equipment/Maintenance/Hire	\$24,392
Property Services	\$54,493
Salaries & Allowances ⁴	\$9,911
Support Services	\$24,034
Trading & Fundraising	\$5,040
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$6,924
Total Operating Expenditure	\$907,343
Net Operating Surplus/-Deficit	\$24,155
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$96,409
Official Account	\$29,183
Other Accounts	NDA
Total Funds Available	\$125,592

Financial Commitments	Actual
Operating Reserve	\$21,603
Other Recurrent Expenditure	\$533
Provision Accounts	NDA
Funds Received in Advance	\$795
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$45,000
Asset/Equipment Replacement < 12 months	\$7,500
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$125,431

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.