2019 Annual Report to
The School Community

THE EDUCATION STATE

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 2019 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 13 March 2020 at 01:30 PM by Jack Hughes (Principal)

The 2019 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 24 March 2020 at 04:32 PM by Shane Boyle (School Council President)

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 and LOTE (Japanese) allow students to discover their individual passions and interests and engage with the world and cultures outside their immediate environment.

Enrollments declined over the course of 2019, with a final enrollment of 42 students, 11 females and 31 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 x Principal/classroom teacher, 2 x full-time teachers, 2 x 0.8 teachers, 3 x Education Support Staff and a full-time Business Manager/Administration. 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. In 2019, 11 students funded under the PSD program, 5 students diagnosed with autism that were unfunded. 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 in the Learning Families, 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 the one 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 and will see next year, 2020 as a year to begin implementation of the new goals and vision outlined for the school.

Framework for Improving Student Outcomes (FISO)

During 2019, Ripplebrook Primary School continued to focus on the FISO initiatives of Evidence Based High-Impact Teaching Strategies, Empowering Students and Building School Pride.

Evidence Based high-impact teaching strategies
In 2019 we had one staff member complete the Leading Literacy program - this built upon the 2 staff members who

completed the program the year prior. They attended a range of professional development that focused on their leadership skills which enabled them to gain confidence when working with other staff members in the area of literacy. This information and knowledge was then shared to the teaching staff in PLC forums.
Staff also trained in the PLC Inquiry Process Model. This is something that will continue to be developed and implemented in 2020 as a structure to support staff to increase their expertise in using evidence based high impact teaching strategies.

Empowering Students and Building School Pride
School Captains were invited to attend School Council meetings to share information and discuss ideas they would like for improvements around the school. The school had an active Junior School Council which acted as a student voice towards many aspects of the school environment. Students were selected by their peers for these roles. Students in Grade 4-6 completed the Attitudes to School Survey with results showing that 93% of our students felt a positive sense of connectedness towards the school which is well ahead of the state average at 81%.

Achievement

Ripplebrook Primary School have had mixed achievements in a range of assessment and performance measures. The teacher assessments from the Victorian Curriculum Standards indicate that Ripplebrook Primary School students are at a lower level to other schools on the school comparison measure in the area of Mathematic and English.

In 2019, the Grade 3 cohort did not have any students achieving in the top two bands for Numeracy or Reading which is below the school comparisons.
The results of the Grade 5 cohort in 2019 showed 40% of students achieving in the top two bands for Reading which is equal to the state comparison and ahead of similar schools. In numeracy 20% of students achieved results in the top two bands which is again ahead of similar schools, but below the state comparison.
The learning gain of students as represented by NAPLAN data which tracks individual results of students from Years 3 to 5; indicates that 75% of students have achieved medium to high growth in reading; 100% of students have achieved medium to high growth in Numeracy, 75% of students have achieved medium to high growth in Writing. 100% of students have achieved medium to high growth in Spelling, and 100% of students have achieved medium to high growth in Grammar and Punctuation. As a result of this data the school will continue its focus on improvements in the following - Writing and Reading. Our continued focus for 2019 will be in Writing, both in student achievement and teacher pedagogy and practice.

The school is very successful in meeting the needs and improving the outcomes of the many students who receive funding under the PSD program, those diagnosed with autism and children experiencing learning difficulties. All PSD students have demonstrated progress at a either a satisfactory level or above in achieving their individual goals, particularly in the social areas of school life. These students continue to be monitored by a designated staff member, with regular Parent Support Group meetings being held for all PSD and out of home care students. The success of our work in this area has developed an outstanding reputation for the school throughout the broader community.

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 have continued to be a focus for our school. These events have allowed the students to be engaged with real world situations and have enhanced the community engagement with the school. Working together with the Wellbeing Coordinator, the school worked towards embedding the Student Wellbeing and Engagement Policy to align with the latest thoughts and research into engaging students.This was work which took place throughout 2018 and continued on into 2019. The school has a major focus on engaging, challenging and supporting all students to achieve their personal best and provide them access and success in all areas of school life.

Student Attitude to School Surveys and Parent Opinion Surveys conducted in 2019, show in all areas, high levels of

support for the school and the work being done in the classrooms.

As with most schools, attendance is an issue across the school. Our results improved slightly from the previous year yet are still well above the state median. It is concerning we have 21 students who had in excess of 20 days off from school in the 2019 school year. The school places regular articles in the newsletter encouraging parents/guardians to ensure maximum attendance and the importance of being at school. Steps are taken once a student has excessive days of non-attendance but without support from family it is difficult to achieve any notable improvements.

One of the biggest factors regarding attendance is family holidays being taken during off-peak times to take advantage of cheap holiday packages. Another influencing factor is that families need to use private transport to travel to and from the school. If the car is unavailable, other members of the family are ill or medical appointments are only able to be booked during the school day, this tends to mean that the "whole" family doesn't attend on that particular day.

Students are encouraged to be involved in their learning across the school by providing regular feedback to their teachers, helping to devise what they will learn and how they will be assessed.

The Student Engagement Policy and creation of Positive Behavior Support matrixes placed around the school have focused on the School's underpinning values – Be Respectful, Be Responsible, Be Resilient, Be Safe and Be an Active Learner. The primary strategy is for students to make well informed, conscious choices and to act respectfully. Our fortnightly awards reward and encourage a focus on learning and positive student behaviour. The teaching, role modelling and reinforcing of values and responsible behaviour has created a stimulating, safe and nurturing work environment where the emphasis is on learning and teaching.

Wellbeing

In 2019 the school continued to deliver the many programs and services it has in place to support students to ensure that all members of the Ripplebrook Primary School feel safe. This includes the use of a staffed Quiet Area during lunchtime as a space for students requiring respite from the playground. We have 'Snapshots' prepared for our additional needs students that are shared with all staff. As mentioned previously, the school has an extensive PSD Program, which is well managed and the work of the Education Support staff is highly valued. Respectful Relationships (RR) continued to be implemented, with RR lessons built into existing wellbeing and health curriculum classroom sessions and the specialist subject of social skills.
The school also began to implement the School Wide Positive Behaviour Support System which aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members.

Our Additional Needs and Wellbeing Coordinator (0.8 EFT) coordinated support for families and students on a needs basis. A range of external providers of health services were made available to students and their families. This includes Student Support Service Officers (SSSO) (speech and psychology), Visiting Teacher and a variety of Allied Health professionals. We provided families the opportunity to connect with appropriate support through Child First and other supports. The Additional Needs and Wellbeing Coordinator also liaised with Lookout to ensure the wellbeing of our students in out of home care. The school employed a School Chaplain (0.32 EFT) to work with students and families requiring extra emotional support.

The school continued with its successful 'Flying Start' Transition Program for students progressing from Kinder to Foundation, with our new intake of students each year feeling secure and safe. Parents of our students making this transition are extremely satisfied by the work carried out in this area. Kinder students with additional needs are provided with additional transition sessions prior to beginning school. The transition program involves visits to kindergartens or early learning centres to observe the students and make professional contact with their educators to plan the best possible transition from one setting to another. As students leave Grade 6 and make their transition to Secondary School, staff make every effort to make the transition as smooth as possible. This involves meeting with the various Secondary School coordinators and discussing students individually, particularly those deemed at-risk. In 2019 this involved the class teacher, aides and Principal sitting down with the Secondary School staff and having an in-depth

discussion about a particular child's strengths and weaknesses. Secondary students with additional needs were included in extra transition experiences by local Secondary schools. The Chaplain worked very closely with the Wellbeing Coordinator and Principal to ensure students and families requiring support were prioritised and supported in the best ways possible.

Financial performance and position

Ripplebrook Primary School maintained a sound financial position throughout 2019. The 2019 Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and priorities.
Once again, Ripplebrook Primary School worked within our allocated budget with a slight operating surplus. The school has had additional expenditure during 2019 of student and teacher resources surrounding the implementation of a new literacy program (DIPL) and writing program (Traites Create). Consumable purchases to support the schools continued student growth within reading and writing. The school received additional funds from equity funding ($67,425), sporting schools grant ($7,200), the chaplaincy program ($20,280), Respectful Relationships - Partners ($1,000) and locally raised funds ($33,060).

**For more detailed information regarding our school please visit our website at
https://www.ripplebrookps.vic.edu.au/**

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 42 students were enrolled at this school in 2019, 11 female and 31 male.

0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high
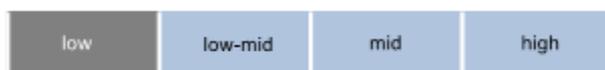
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ● ◆ 100 Results: Mathematics 0 ● ◆ 100	Below ● Below ●

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▯
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Below Below
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Above

Performance Summary

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.

Student Outcomes

Reading
25% Low, 50% Medium, 25% High

Numeracy
50% Medium, 50% High

Writing
25% Low, 50% Medium, 25% High

Spelling
75% Medium, 25% High

Grammar and Punctuation
50% Medium, 50% High

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25% Low, 50% Medium, 25% High

Statewide Distribution of Learning Gain (all domains)

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: ▢	Key:	Similar School Comparison
	Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ◆ ● 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ◆ ● 50 Few absences <------> Many absences	**Below** ●

	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	
Average 2019 attendance rate by year level:	83 %	74 %	94 %	90 %	88 %	89 %	83 %	Similar school comparison not available

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: ▮	Key:	Similar School Comparison
	Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	Above
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	Above

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$741,510
Government Provided DET Grants	$128,513
Government Grants Commonwealth	$9,400
Revenue Other	$10,926
Locally Raised Funds	$33,061
Total Operating Revenue	**$923,411**

Equity[1]	
Equity (Social Disadvantage)	$67,425
Equity Total	**$67,425**

Expenditure	
Student Resource Package[2]	$711,059
Books & Publications	$581
Communication Costs	$3,312
Consumables	$18,507
Miscellaneous Expense[3]	$44,774
Professional Development	$2,748
Property and Equipment Services	$58,151
Salaries & Allowances[4]	$35,961
Trading & Fundraising	$6,030
Travel & Subsistence	$549
Utilities	$6,591
Total Operating Expenditure	**$888,263**
Net Operating Surplus/-Deficit	**$35,148**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$76,541
Official Account	$29,870
Total Funds Available	**$106,411**

Financial Commitments	
Operating Reserve	$25,901
Other Recurrent Expenditure	($22)
Funds Received in Advance	$500
Asset/Equipment Replacement < 12 months	$6,000
Capital - Buildings/Grounds < 12 months	$69,000
Total Financial Commitments	**$101,379**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').