

2021 Annual Report to the School Community

School Name: Ripponlea Primary School

School Number: 4087



care create connect

School Principal: Natalie Rose
School Council President: Tarryn Holland

About our school – School Context

In 2021, Ripponlea PS was in its fourth and final year of the 2018-21 School Strategic Plan.

In 2021, enrolments were lower than the previous year largely due to the impacts of the global pandemic with families moving to regional areas. Across the school we had a total student population of 277 in 13 home groups: 3 classes at Foundation; 4 classes in Year 1/2; 4 classes in Year 3/4; and 2 classes in Year 5/6.

The staffing profile included 13 full-time teaching staff (including one Learning Specialist), 4 part-time specialist teachers (including the High Ability Practice Leader) and 7 Education Support staff members alongside a Principal and Assistant Principal. A trained specialist provided literacy intervention and the Learning Tutor Initiative provided capacity for a further part-time staff member.



About our school – School Context *cont.*

Staff work in Professional Learning Communities (PLCs) which allows them to pool their experiences and skills to support the learning of all students. Due to the disruptions of onsite learning, RPS continued to evolve its Remote & Flexible Learning Program to ensure continuity of learning for all students.

Despite the ongoing impacts of the pandemic, many key improvement strategies were implemented, initiatives continued, professional development undertaken and teacher capability enhanced. Focus on student wellbeing came into sharp focus during remote learning and when returning onsite.

Late in 2021, RPS school underwent a rigorous review of its 2018-2021 School Strategic Plan. The process was both reflective and rewarding, allowing us to investigate how we met many of our set targets and steering us towards setting new goals for the next strategic plan.



Framework for Improving School Outcomes (FISO)

In 2021, all Victorian schools had a set of common goals and core priorities aligned with the DET's FISO model.

Building Practice Excellence - Learning catch-up and extension

- To support those who need to catch up and those who have thrived to continue to extend their learning.
- To support those most affected by the lack of usual transitions and establishment practices, such as our Foundation students.
- To ensure successful transitions throughout all levels of the school.

Happy, active and healthy kids

- To address mental health concerns and enable every student to get outdoors, get active and get creative.
- To mobilise resources to support all students, especially the most vulnerable.

Connected schools

- To build on the stronger connections that schools have established with their families, carers and communities.
- To embed and spread improved ways of working to support students.



Learning Tutor Initiative

RPS secured two very experienced teachers as tutors to facilitate catch-up learning and boost the self-confidence of our students. One tutor focused on literacy whilst the other on numeracy. Across the school, the unpacking of data from the 2020 assessment cycles on SPA was the initial catalyst for identifying students eligible for the program, in particular growth data from tools such as the PAT-Reading and PAT-Mathematics.

Learning Tutors were engaged across the school to deliver a blended model with in-class support moving towards small group intervention cycles. Students received two sessions a week to work in small groups of five students with similar needs.

In addition to the LTI, RPS continued to support students across the school in the Minilit and Macqlit reading intervention program. The program was able to capture and support around 70 students onsite and through remote delivery



Building a Culture of Collaboration

To re-engage our students and focus their energies on the key priorities it was important for staff to focus on re-establishing Professional Learning Communities (PLCs) and a culture of professional collaboration. It was important for our teachers to come together, engage in reflective practice, evaluate and plan curriculum, assessment and learning sequences. PLC Regional Manager, Shaun Wells, refreshed staff on how to use the FISO improvement cycle.

Mindful of the challenges felt in 2020, staff were consulted on their beliefs around the school's staff culture and how this contributes to the overall school culture. We engaged Tracey Ezard to run a diagnostic to gauge staff perceptions around the levels of professionalism and collaboration with one another and it revealed that RPS staff needed to develop greater trust in one another and all staff worked together to build capacity in creating a more collaborative (rather than co-operative) learning culture.



Gradual Release of Responsibility

The school's learning specialist led staff on expectations when using the GRR instructional model and a range of non-negotiables was discussed to help build consistency in practice across all PLCs. The school developed a space for all staff to meet in teams and use a range of DET resources, especially the HITS and other tools from the Literacy and Numeracy Portals. Common visual tools were used by both teachers and students to recognise the goals of each lesson, steps to success and their role in each stage of the model.

We worked again with Professor Misty Adoniou to review the teaching of narrative and non-narrative writing skills, delving further into language orientations in text and vocabulary studies. We also engaged with Deb Sukarna to support our teachers to target reading in the classroom and contribute to developing a common understanding about reading practices at RPS

Victorian Curriculum

Our teacher judgements of student achievement in 2021 (based on the Victorian Curriculum) showed the percentage of students in Foundation to Year 6 working at or above the expected standards in English were above other Government schools. Teacher judgements in Mathematics also demonstrated Foundation to Year 6 students achieved above other government schools and those compared to similar and network schools.

NAPLAN

Our Year 3 and Year 5 NAPLAN achievement data in reading based on students in the top 3 bands of testing was significantly higher than similar schools and the state and our four-year average was far above the state. Our 2021 NAPLAN achievement data in Numeracy based on the top 3 bands of testing for Year 3 and Year 5 students was also above similar schools and significantly above the state.



Parent Opinion

Positive parent endorsement was below that of the state average with general overall parent satisfaction with the school rated at 76% positive.

Staff Opinion

Positive staff endorsement was above that of the state average with endorsement of the school climate rated at 79% positive.

2021 Annual Report – NAPLAN Year 3

Top 2 band students in 2021 (%) ⓘ

For students in Year 3, Reading



75%

Your school

74%

Similar schools

74%

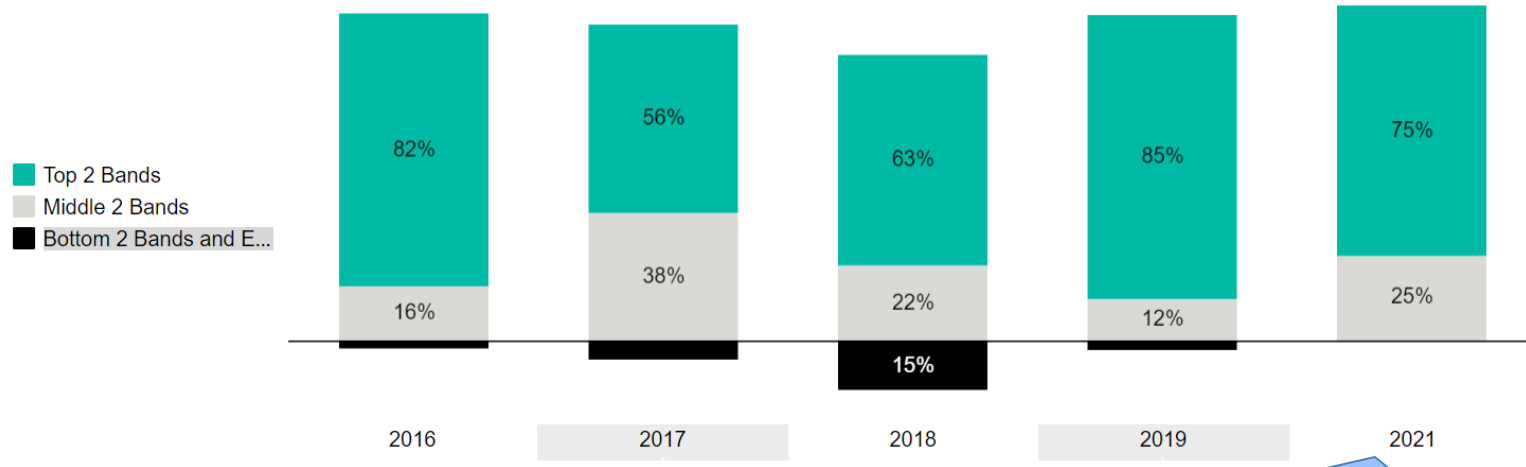
Network

60%

State

Students by band over last 5 years (%) ⓘ

For students in Year 3, Reading



- In 2021, 75% of Year 3 students performed in the top two bands and none in the bottom two bands.
- Future goals will be to reduce the number of students in the middle bands and to further grow results in the top band.

2021 Annual Report – NAPLAN Year 3

Top 2 band students in 2021 (%) ⓘ

For students in Year 3, Writing

70%
Your school

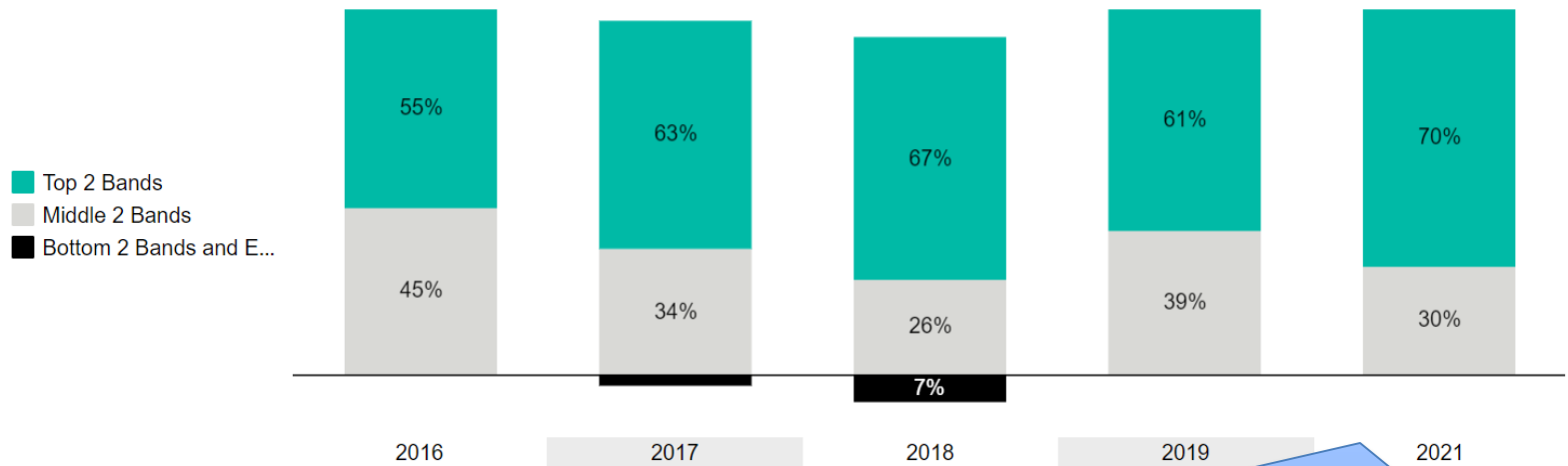
69%
Similar schools

73%
Network

55%
State

Students by band over last 5 years (%) ⓘ

For students in Year 3, Writing



- In 2021, 70% of Year 3 students performed in the top two bands and none in the bottom two bands.
- Future goals will be to reduce the number of students in the middle bands and to further grow results in the top band.

2021 Annual Report – NAPLAN Year 3

Top 2 band students in 2021 (%) ⓘ

For students in Year 3, Numeracy



51%
Your school

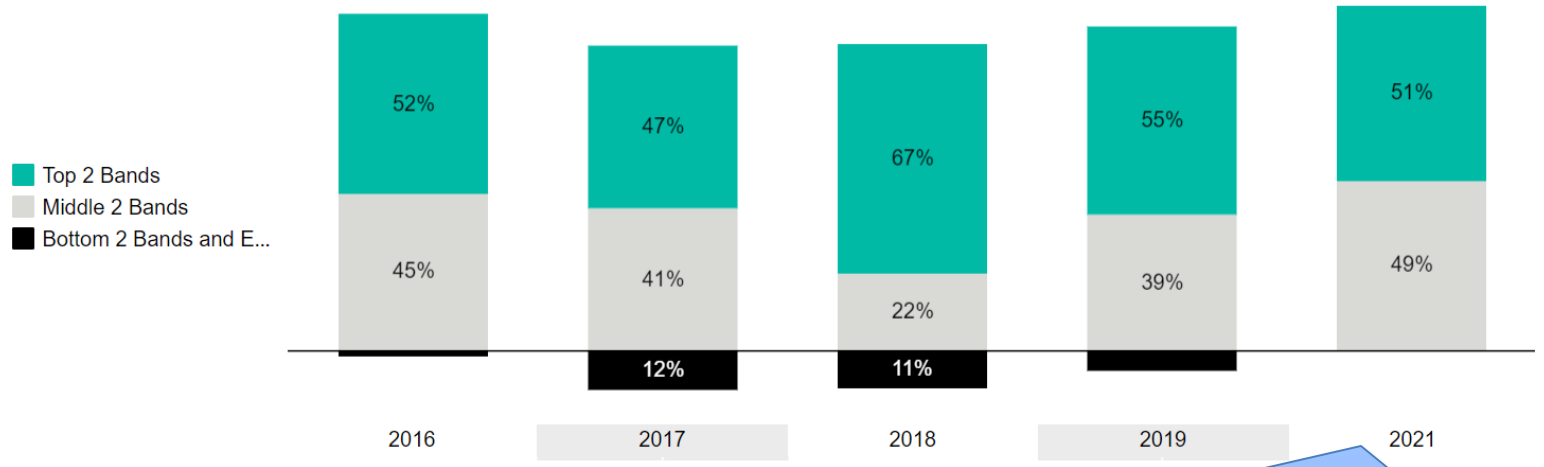
59%
Similar schools

63%
Network

41%
State

Students by band over last 5 years (%) ⓘ

For students in Year 3, Numeracy



- In 2021, around half of Year 3 students performed in the top two bands and none in the bottom two bands.
- Future goals will be to drive up the number of students in the top bands.

2021 Annual Report – NAPLAN Year 5

Top 2 band students in 2021 (%) ⓘ

For students in Year 5, Reading



64%

Your school

61%

Similar schools

65%

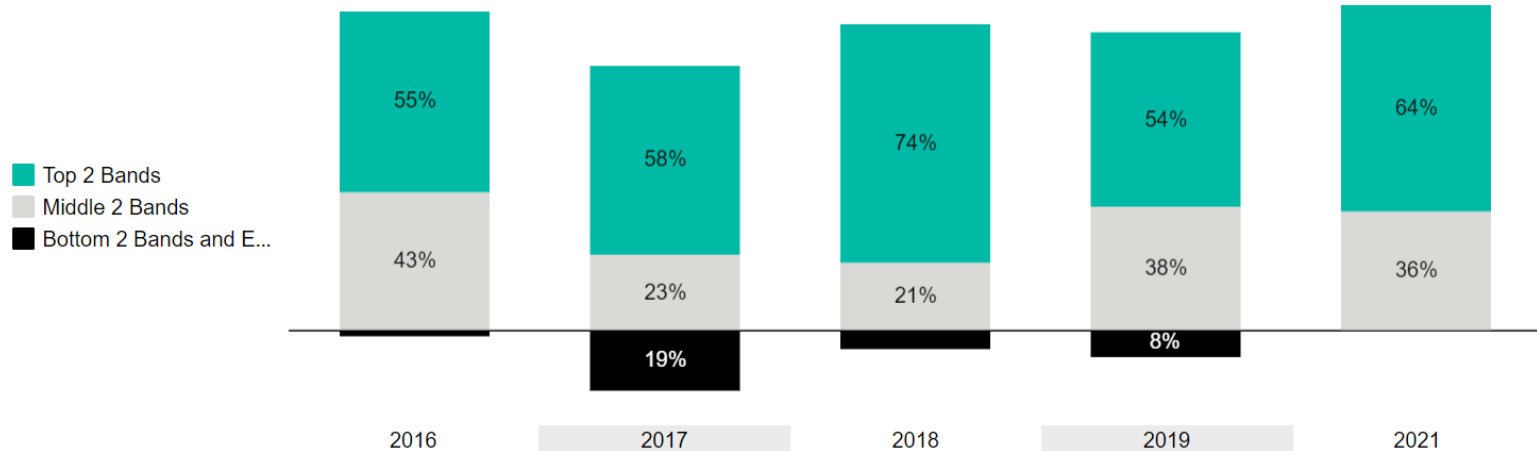
Network

43%

State

Students by band over last 5 years (%) ⓘ

For students in Year 5, Reading



- In 2021, 64% of Year 5 students performed in the top two bands and none in the bottom two bands.
- Future goals will be to increase the number of students performing in the top bands.

2021 Annual Report – NAPLAN Year 5

Top 2 band students in 2021 (%) ⓘ

For students in Year 5, Writing



27%

Your school

29%

Similar schools

31%

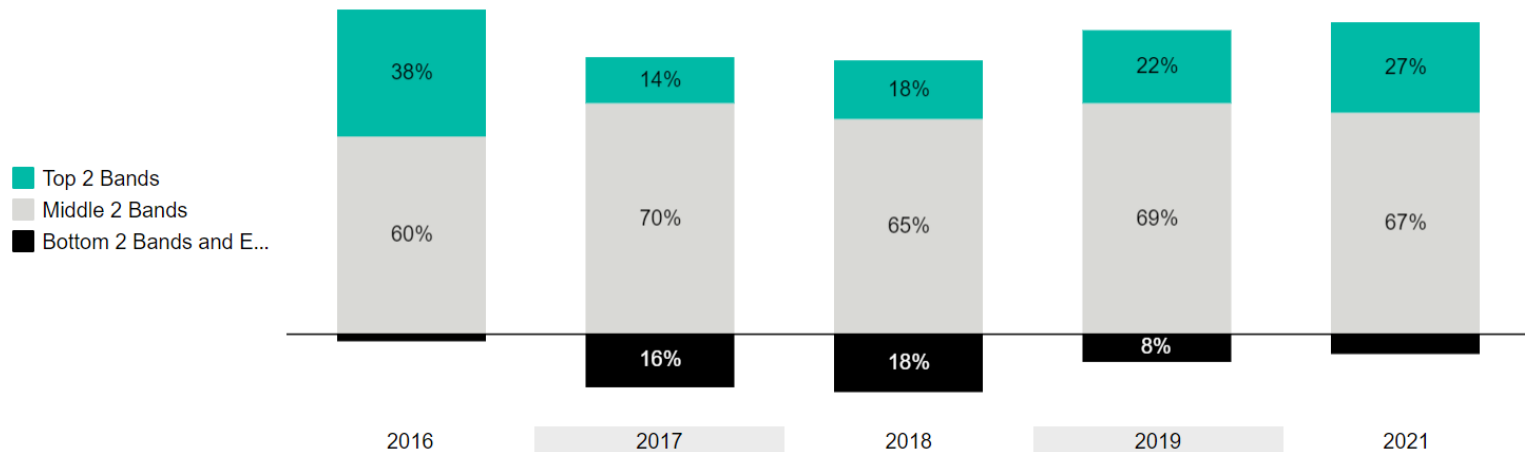
Network

20%

State

Students by band over last 5 years (%) ⓘ

For students in Year 5, Writing



- In 2021, 27% of Year 5 students performed in the top two bands with the majority in the middle two bands.
- Future goals will be to shift all results upwards and to reduce the number of students in the bottom bands.

2021 Annual Report – NAPLAN Year 5

Top 2 band students in 2021 (%) ⓘ

For students in Year 5, Numeracy

26%

Your school

47%

Similar schools

55%

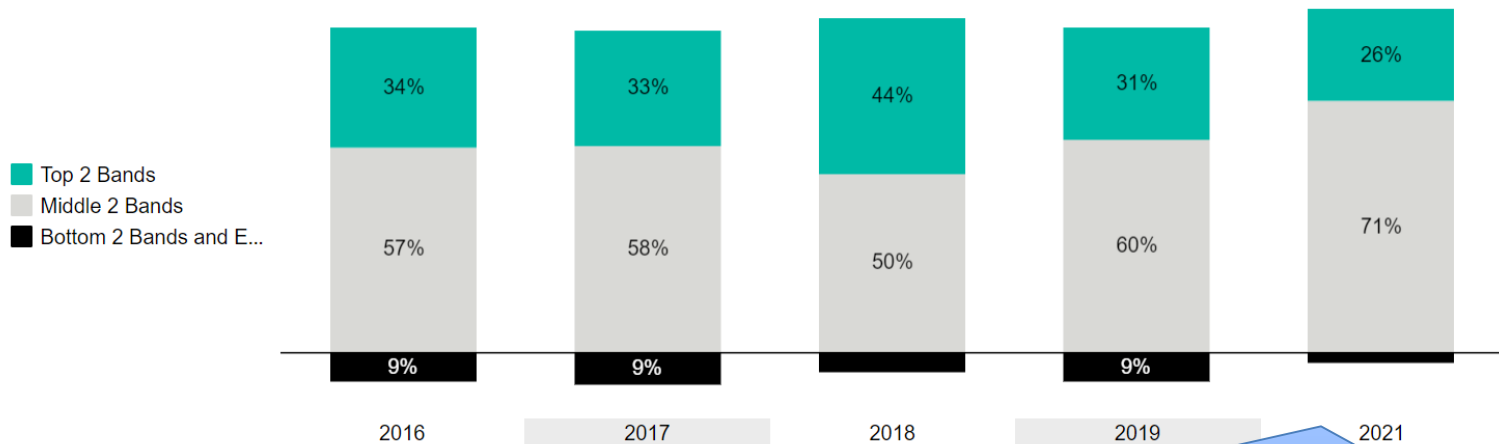
Network

33%

State

Students by band over last 5 years (%) ⓘ

For students in Year 5, Numeracy

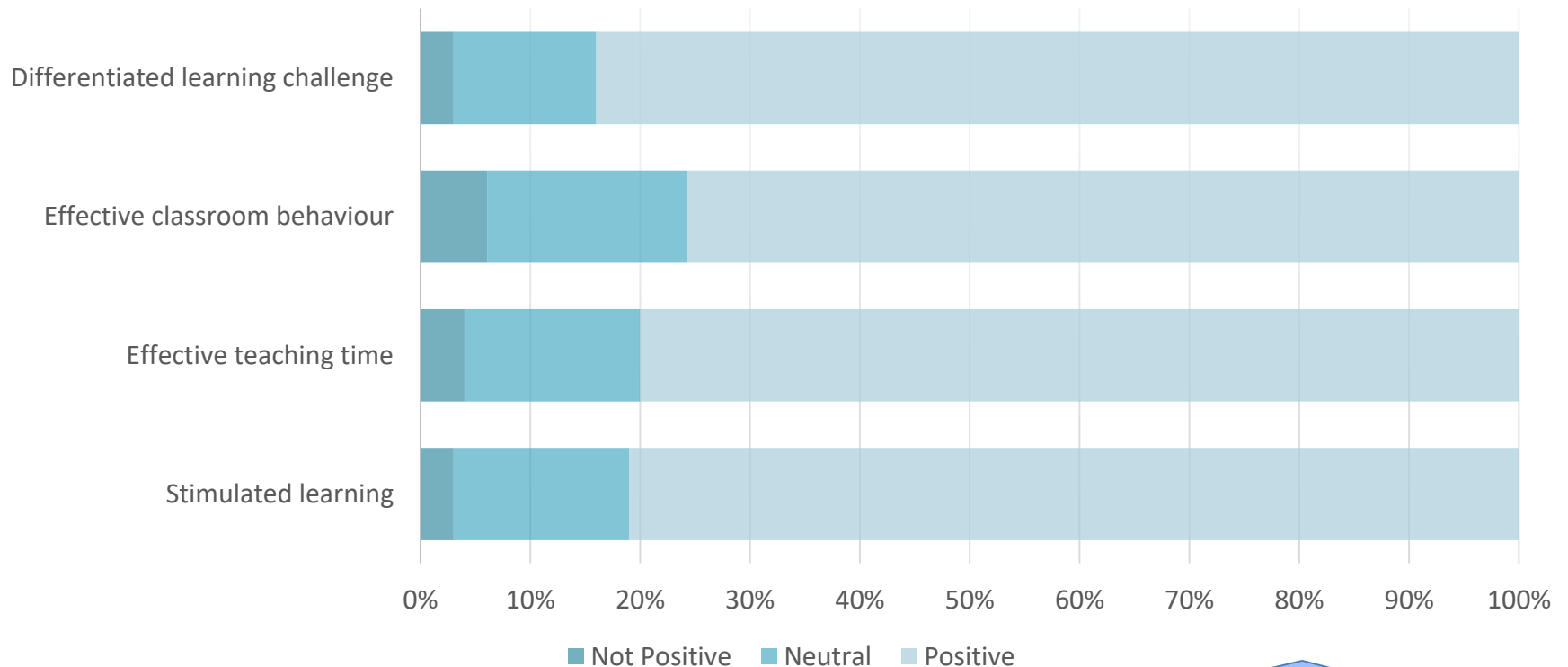


- In 2021, as learning excellence continued to be focused on literacy, we saw a decline of performance in the top two bands of numeracy.
- Professional Learning as part of the Primary Mathematics (& Science) Specialist initiative is directed at targeting this area for future growth.

2021 Annual Report – Year 4-6 Student Opinion Survey

Percentage Endorsement in 2021 (%)

Effective teaching practice for cognitive engagement for students in Years 4 to 6

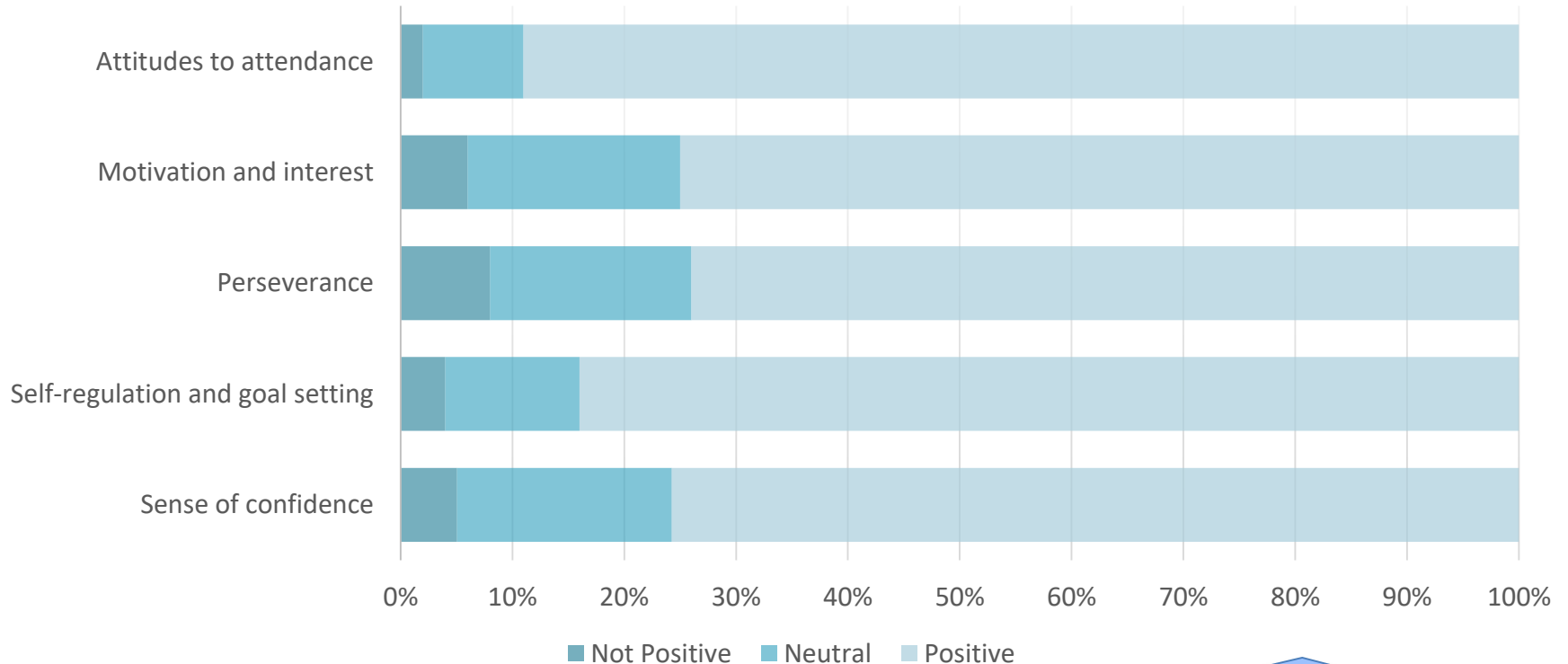


- Student attitudes towards teaching practice improved over the last two years.
- In particular, stimulated learning has increased markedly on previous years, improving 22 percentage points since 2020.

2021 Annual Report – Year 4-6 Student Opinion Survey

Percentage Endorsement in 2021 (%)

Learner characteristics and disposition for students in Years 4 to 6

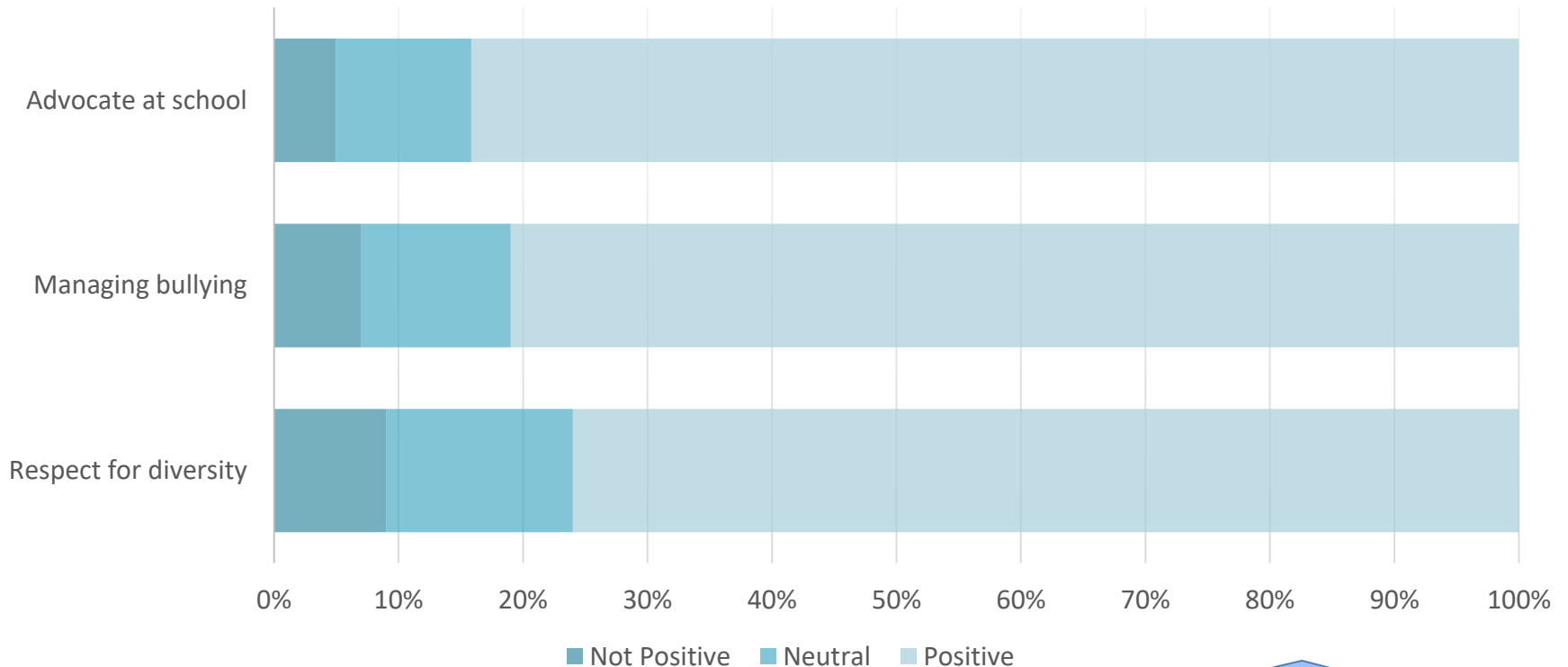


- Each survey factor related to learner characteristics was positively endorsed by at least three-quarters of the Year 4-6 cohort.
- Confidence and self-regulation have improved over 15 percentage points from 2020.

2021 Annual Report – Year 4-6 Student Opinion Survey

Percentage Endorsement in 2021 (%)

School safety for students in Years 4 to 6

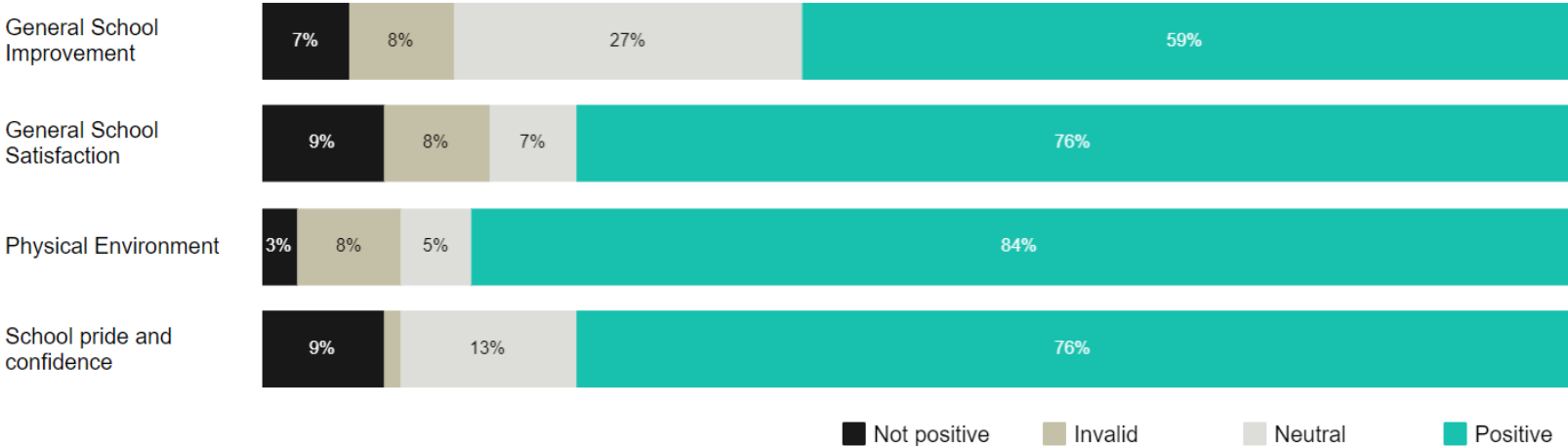


- Each aspect of school safety showed a high degree of positive endorsement.
- Student attitudes in these areas improved at least 5 percentage points from 2020 with Managing Bullying improving 10 percentage points.

2021 Annual Report – Parent Opinion Survey

Percentage Endorsement in 2021 (%) 📄

For **School ethos and environment**



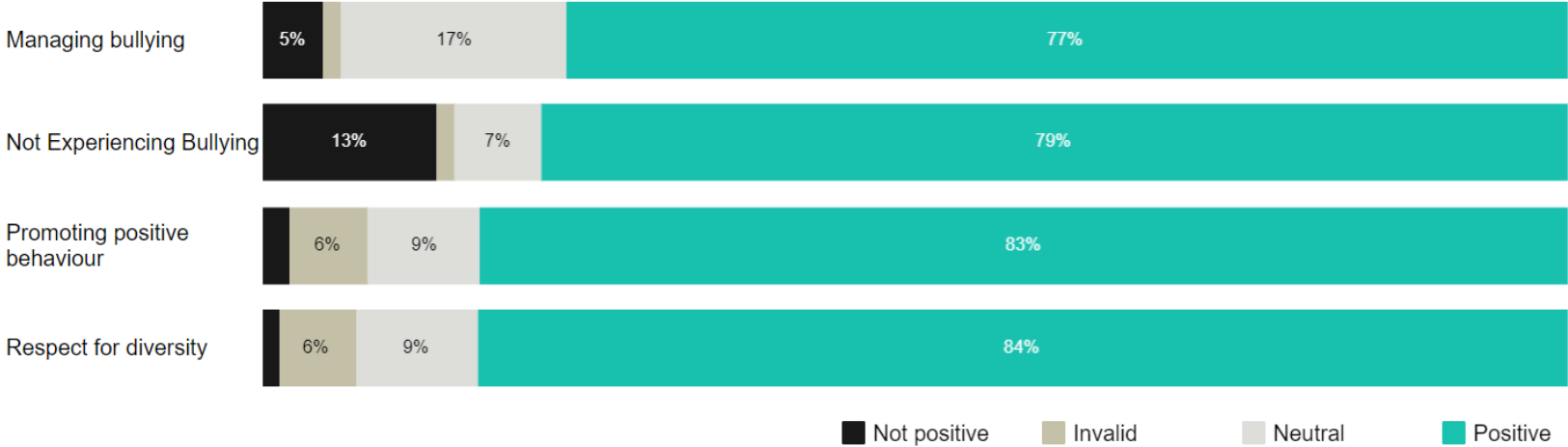
General overall satisfaction in 2021 was 76% positively endorsed by parents, demonstrating areas for improvement. An area for future focus is to communicate how the school targets areas for improvement.



2021 Annual Report – Parent Opinion Survey

Percentage Endorsement in 2021 (%) ⓘ

For **Safety**

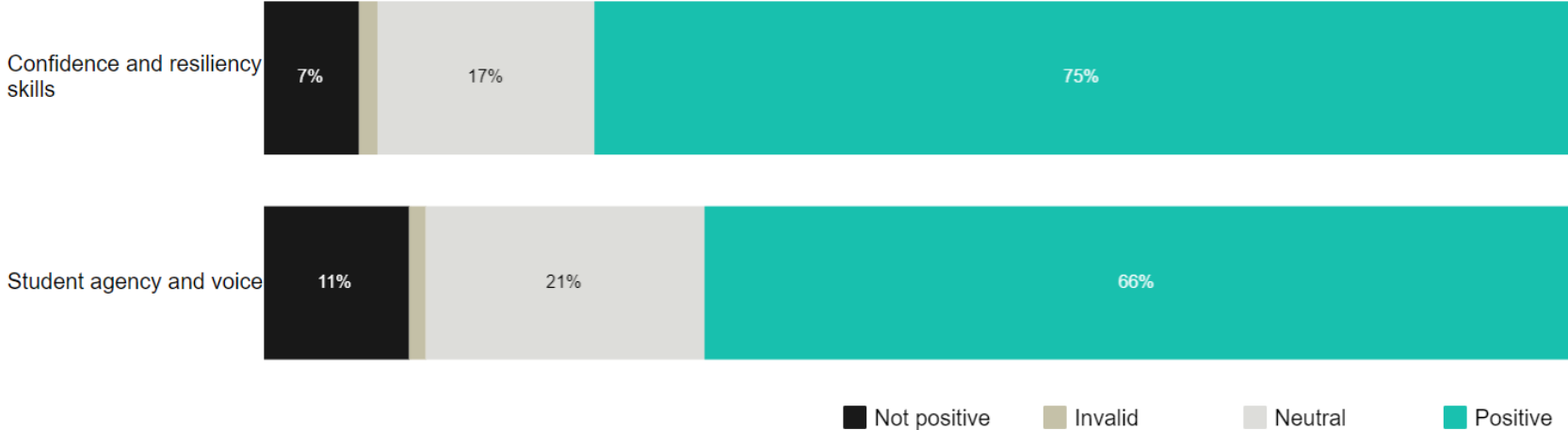


Results in this domain confirm modest improvements since the year prior and these are suggestive of the successful implementation and embedding of the school-wide positive behaviour support program.

2021 Annual Report – Parent Opinion Survey

Percentage Endorsement in 2021 (%) ⓘ

For **Student development**



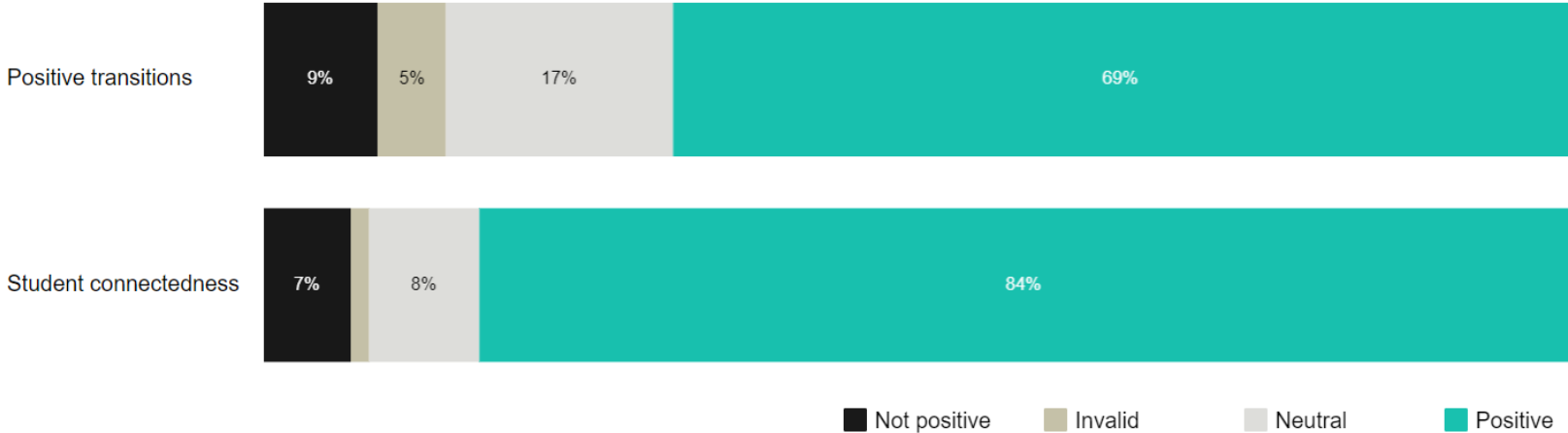
Three-quarters of parents positively endorsed student confidence and resilience. While student agency and voice was not a goal in the school’s strategic plan, this data suggests it to be an area for future focus.



2021 Annual Report – Parent Opinion Survey

Percentage Endorsement in 2021 (%) ⓘ

For Connection and progression



Student connectedness was 84% positively endorsed by parents although positive transitions (building student confidence in preparing for the next phase of their schooling) was impacted potentially by disruptions to the transition programs because of the pandemic.

