2020 Annual Report to The School Community

School Name: Ripponlea Primary School (4087)

- 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 26 April 2021 at 01:20 PM by Natalie Rose (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 28 April 2021 at 01:42 PM by Tarryn Holland (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

Ripponlea Primary School is located in St Kilda East, approximately 10 kilometres south-east of the Melbourne City Centre. Ripponlea State School No. 4087 was opened on 3 July 1922. In 2022 the school will celebrate its centenary - 100 years of serving its wonderful community. Ripponlea Primary School has undergone numerous transformations yet two key characteristics have remained constant: a dedicated and enthusiastic school community; a commitment to quality education, high expectations for the achievement, engagement and most importantly the health and wellbeing of all its students.

Our vision is for the students of Ripponlea to be global and creative thinkers who are empowered with the skills and empathy to engage with an ever-changing world.
They care, they create, they connect.

Our school values reflect we are a learning community where, in partnership, all students, staff and families can contribute to the success of our small school, learn from each other and respond to change. Ripponlea staff, parents and students have an agreed set of values: Community, Creativity, Integrity, Open-mindedness, Resilience, and Respect. Ripponlea Primary School is committed to providing a personalised learning pathway for all students, encouraging students to aspire beyond their potential. 'We work hard to make sure our students are at the heart of everything we do.'

Ripponlea Primary School offers opportunities for International students and families who wish to stay on a long-term basis at the school and experience the opportunities that a small school can offer. Although small in student population, Ripponlea has big offerings in quality and unique educational experiences.

Ripponlea's rich learning environment empowers each student with an understanding of their own strengths and skills, helping them develop strategies to extend on their successes. This includes teaching students to understand how they learn, taking personal responsibility for their learning, self-reflecting for improvement and setting goals to maximise their learning outcomes. Personal attributes such as adaptability, co-operation, gratitude and tolerance are fostered to develop the 'whole' child and empower them for their future. The school has implemented the School Wide Positive Behaviour Support framework to build a positive culture that equally values and teaches social and emotional skills alongside academic success.

In 2020, enrolments were significantly higher than in previous years with a total student population of 305. Our Foundation year is a stand-alone year, whereas other students are grouped in a deliberate multi-age structure (Year 1/2, Year 3/4, and Year 5/6). Research has highlighted the benefits for both teachers and children when learning and teaching in a multi-age classroom. Benefits include more holistic, child-responsive curriculum practices that consider the understandings, capabilities and dispositions that children need for future work skills. When working in such diverse environments we help develop multi-skilled, literate, cooperative, creative, adaptable, independent and resourceful students. The social emotional development of students is maximised with differing ages, wide range of experiences, perspectives, skills and interest.

At Ripponlea we do not treat children by their age or grade but by their stages of learning and development. We value their individuality and ensure that each child is receiving an education that is stimulating and effective while not being overwhelming.

Across the school we had 14 home groups. The staffing profile supported the growing enrolment trend with 14 full time teaching staff, 4 part time Specialist teachers and 7 Education Support staff members alongside a Principal and Assistant Principal.

Ripponlea PS offers a rich and extensive Victorian Curriculum with literacy and numeracy central to all learning. The school offers specialist programming in the Performing Arts, Visual Arts, Physical Education and LOTE – a multilingual

approach teaching both Italian and French. Ripponlea offers Literacy Intervention to all students from Foundation to Year 6. This program is facilitated by our trained intervention specialist and is derived from Macquarie University's MiniLit and MaqLit, an evidence-based systematic, explicit and effective model for teaching reading skills.

Staff at Ripponlea work in Professional Learning Communities. Teachers work collaboratively in teaching teams to improve student outcomes, linking teacher practice to the needs of all students. Our students benefit from having teachers with a range of different experiences and skills working together in teams to support the learning of all students.

School NAPLAN data demonstrates the school's performance is above the state in all domains and most often similar to "similar schools" as a comparison, indicating that our students make strong learning gains. Ripponlea continues to ensure that all students are challenged to achieve their personal best and at their point of need. A focus for the school has been to improve the relative growth of our students from Year 3 to Year 5 in Reading, Writing and Mathematics. In 2020, Ripponlea was unable to take part in NAPLAN testing due to the state lockdown.

Our parents are keen, creative, dedicated and proactive. They value education and have high expectations of the school's academic provision. The school community is privileged to enjoy high student achievement, well-behaved and focused students and a skilled and enthusiastic team of teaching and non-teaching staff. School Council, its committee structures and Ripper Families are committed to the school, its students, their learning and play environment, and increased sustainability practices. In partnership with students, staff and parents, Ripponlea Primary School is well placed to assist students to become highly confident, resilient and adaptive, with the capacity to become effective future global citizens.

Framework for Improving Student Outcomes (FISO)

In 2020, the school community worked collaboratively and, more than ever, embraced our school values to support each other and our students through the challenges of a global pandemic. The school developed a mantra to manage stress and uncertainty with patience, perseverance, positivity, open mindedness and continual emphasis on everyone's mental health and wellbeing.

Our mantra:
"Let's not panic or stress, slow down, one step at a time, try and not overwhelm, less is more and wellbeing comes first."
"Let's not forget our school values and practise these at all time when parenting, teaching and learning remotely."

Continuity of learning for students was achieved through an evolving Remote & Flexible learning program, with continual community feedback, responsiveness, adaptability, agility and improvement. As we transitioned from onsite to remote learning and back again, we stayed true to the Ripponlea spirit and our deep sense of community.

Despite the impact of the pandemic, many key improvement strategies of the 2020 Annual Implementation Plan were implemented, initiatives continued, professional development undertaken and teacher capability enhanced considerably in ICT skills, differentiated teaching and learning practices, explicit teaching in a remote learning environment, delivery of the Victorian Curriculum, online assessment practices both formative and summative, feedback cycles and increased wellbeing practices to keep student motivated and engaged in their remote learning.

The school placed emphasis on the following dimensions from the Framework of Improving Student Outcomes:

Building Practice Excellence
- Continued development of the school's instructional model - the Gradual Release of Responsibility - with teachers implementing the first two phases in the remote learning environment through explicit videos, small group reading, writing and mathematics live lessons.
- Continued professional learning in literacy development exploring non-narrative text teaching, working with a master trainer at the Bastow Institute of Leadership on effective guided reading and writing practices, as well as working with a literacy consultant on high impact teaching strategies in a Reader's Workshop.

- A focus on using data to ensure differentiation of student learning opportunities in remote settings and on site.
- Continued engagement with the Primary Mathematics Specialist initiative and the SaGE Communities of Practice in Mathematics with neighbouring primary and secondary schools.

Shared and Instructional Leadership
- Teams worked collaboratively to develop teaching sequences using the Victorian Curriculum. Opportunities to work together in teams on the school's curriculum plan was successful despite the transition to remote and flexible learning.
- Teams identified key priority areas of English and Mathematics and used inquiry learning to drive levels of student engagement and motivation whether delivering onsite or remotely.
- PLCs collaborated to capture student learning and progress using a range of summative and formative assessment practices. These included the use of online portals such as Essential Assessment, as well as rubrics, "warm write" sessions, phonological literacy screening, student conferencing, exit tickets, text responses, word sorts, Kahoot! quizzes, whiteboard demonstrations and much more.
- The school's Learning Specialist completed the Bastow 'Coaching for Influence' program to investigate coaching models for improving teacher effectiveness. She also became a member of the SaGE network's Learning Specialist Steering Committee for sharing best practices in teaching and learning (e.g. through peer observation models).

Intellectual Engagement & Self Awareness
- The SWPBS team and staff developed a Remote Learning Matrix of expected behaviours to support students in the home environment and referenced these in weekly class meetings.
- The school placed increased emphasis on motivating students during Remote Learning 2.0; this included increased one-to-one sessions, support for "at risk" students with ES staff, teacher encouragement, recorded feedback, and closer communication with families and students.
- Teachers developed acknowledgment systems during remote learning. These included face-to-face feedback, special video messages, virtual stickers, tokens, teacher emoji characters with positive messaging and much more.
- Students were nominated for weekly Remote Learning achievement awards for all areas and acknowledged at the weekly zoom virtual assembly led by the student leaders..

The student leadership team maintained its leadership roles throughout remote and flexible learning and held the community together in weekly virtual assemblies and activities. They continuously promoted health and wellbeing initiatives and shared strategies on how they were coping in their own lives as students managing remote and flexible learning. Once returning onsite, student leaders collectively decided to build the community spirit and fun element back at RPS through dress up events, sports, dance offs, door competitions and much more. Feedback surveys occurred throughout remote learning. In particular, the feedback from community (students and families) at the very end of Term 3 guided teachers on how to support the re-engagement of our students across the school.

Achievement

Students at Ripponlea Primary School (RPS) transitioned smoothly into the 2020 school year, integrating into the classroom environment including development and ownership of the norms, protocols and expectations of their respective learning communities. The curriculum delivery was mapped to the individual needs of each student and teaching teams used a range of assessment opportunities to inform their programs and practices addressing the learning stages and progressions of the Victorian Curriculum as well as planning provision for all ongoing student needs, inclusive of those students with additional needs or disabilities.

At the announcement of Remote & Flexible Learning, students responded well to a deliberately slowed and strategic introduction to this new strategy of learning. The school emphasised and explicitly delivered routines of learning remotely, based on routines which replicated the classroom environment to build both familiarity with the platform (Seesaw) and student confidence to work in a home learning environment. The School emphasised that the centre of the remote learning environment focused chiefly on the student's wellbeing and engagement in their learning and then the delivery of the core curriculum requirements as developed by the DET guidelines and the school's own policy and procedures. Students initially were overwhelmed and needed a high degree of family and teacher support, especially among the Foundation to Year 2 students, whilst students in the upper school (Years 3-6) became more confident, resilient and less reliant on parental support.

The curriculum delivery during this period focused on Literacy skills, Numeracy skills, Inquiry-based learning and a rich specialist program inclusive of LOTE, Visual Arts, Performing Arts and Physical Education (the specialist programs that students were familiar with prior to entering into remote learning). These learning experiences focused on revision and consolidation of key concepts. Students demonstrated progression in learning that reflected appropriate levels of growth considerate of the extenuating circumstances. The school tracked and monitored the learning and well-being of each student which enabled the identification of students 'at risk' and planned intervention and individualised support moving through the periods of remote learning.

At the commencement of Remote Learning 2.0, students were more familiar with the range of online platforms and the overall expectations of the remote learning environment. Learning programs became more rigorous and differentiated to meet the varying needs of all learners. Students responded extremely well to teacher feedback and parental support was not as high as required in the first cycle. Students continued to develop appropriate skills in English and Mathematics and were provided with rich opportunities that were interdisciplinary.

We recognised that the skills our students might be developing in a remote learning environment might help our students in their future work life. We also recognised that parents and carers played a pivotal role in complementing and seeking creative ways to stimulate learning experiences for children in the home setting. We acknowledged that a lot of learning takes place outside the classroom and capitalised on teaching practical life skills at home to help set up our children for the future.

Here are some examples of what some of our students were learning during this phase of remote and flexible learning: cooking, baking, sewing, woodwork, mechanics, gardening, photography, pet care, laundry, housekeeping, financial management (spending & saving), how to light a camp fire, hand rearing calves, milking, making mini clay bricks, observing and recording the life cycles of frogs, jewellery making, mask sewing, pattern design and clothing making, garden beds for vegetables, fashion designing clothing for dolls, robotics, song writing, beat boxing, animated music videos, preparing farms for the fire season, pickling and making jams. In addition to these skills, our students increased their skills in self-pacing, independence, adaptive thinking, personal management, time management, organisational skills, critical thinking, problem solving, empathy, perspective, creativity, innovation, technology, inquiry skills and, most of all, adapting to new ways of learning.

Ripponlea Primary School continued to ensure that all students were challenged to achieve their personal best, be successful and supported in their learning journey. Teacher judgements (based on the Victorian Curriculum) were reported at the end of the year in English and Mathematics. Based on the data in English, 96.9% of students from Foundation to Year 6 were working at or above age-expected standards compared to similar schools of 94.1%. Based on data in Mathematics, 96.4% of students from Foundation to Year 6 were working at or above age expected standards compared to similar schools of 94%.

Due to the fact that NAPLAN was not undertaken in 2020, the school decided to proceed with whole school assessments using the ACER Progressive Achievement Testing in Reading as well as Mathematics. PAT-Reading analysis indicated that by the end of 2020, 43% of students from Year 1 to Year 6 were one year above expected level, 37% at expected level and 20% were below expected level. PAT-Mathematics analysis indicated that by the end of 2020, 26% of students from Year 1 to Year 6 were above expected level, 58% were at expected level and 16% were below expected level. Foundation students were not tested on this online testing program.

During remote learning, staff were able to utilise online resources for content delivery and assessment and consequently developed new ways of differentiating the learning for students. These resources included: Mathletics, Essential Assessment, Wushka, Reading Eggs & Eggspress, Padlet, Google Drive and Screen-O-Matic for pre-recorded learning opportunities (explicit teaching).

The school will continue to place emphasis on developing the writing and mathematics skills of all students moving into its next Annual Implementation Plan cycle.

Engagement

2020 presented challenges for schools across Victoria to continue to positively support student engagement. Keeping students connected to school was a high priority for staff at Ripponlea Primary School in order to support morale and sustain engagement with learning experiences.

In 2020 the average number of absence days was 10.8, marginally above that of schools with similar characteristics, yet below the state average of 13.8.

The student focus for much of the 2020 school year was on developing engagement with one another and teachers whilst learning remotely and on site. Differentiation of student learning, which had steadily increased over the past three years, slipped somewhat (down from 78% in 2019 to 75%). Positive endorsement of teachers giving extra help when needed was recorded at 85%. Cognitive engagement of students was recorded at 59% positive endorsement.

The momentum gained over the previous year in building student learning confidence was impacted in 2020, falling 16 percentage points to 59% positive endorsement.

The Staff Opinion Survey responses in 2020 help in our review of the school climate. The overall score of 80% on school climate was virtually identical to that of similar schools and the average across the state. 'Collective focus on student learning' remained high with 84% positive endorsement. Over 86% of the staff agreed that student engagement is key to learning and 84% of staff reflected that they planned for differentiated learning activities.

Parent Opinion Survey results focused on Student Cognitive Engagement saw a decline when compared with the previous year. Parent responses to 'Stimulating Learning Environment' were positively endorsed at 72% (down from 83% the previous year) and 'Effective Teaching' ranked at 63% (down from 80% in 2019). A comparison of data from previous years cannot be valid given the changes and circumstances of the 2020 school year.

Wellbeing

Student wellbeing became paramount as students were disconnected and isolated from their class, peers, friends, family members and general school life. In remote learning, students did not have their usual, familiar supports and many experienced a degree of social isolation which increased levels of stress and anxiety. Accordingly, our school modified the delivery of health and wellbeing supports to students and their families.

RPS employed the following strategies as per its Remote & Flexible learning policy to continue supporting the engagement, health and wellbeing of every student:

- Continue to abide by the tenets of the school's existing values, policies and procedures as outlined in our Statement of Values, our Vision and Philosophy, our PBS Purpose Statement, and our Student Engagement and Wellbeing Policy.
- Ensure compliance with existing DET policies and legislative requirements related to the safety and wellbeing of students.
- Monitor the online attendance of students and actively follow up non-attendance as per the guidelines set by the DET.
- Provide opportunity for students to collaborate with peers using secure video conferencing.
- Personal, social and emotional learning to feature as part of the weekly teaching program.
- Students engaging in activities that alert them to knowing how to look after their wellbeing and safety as well as how to access support if needed, such as contacting Kids Helpline.
- Regular engagement with activities to enhance Cyber Safety awareness and learning how to respond to inappropriate behaviour online and who to report to.
- Ensure response to any incidence of inappropriate behaviour online in accordance with our Cyber Safety and Use of Digital Technologies Policy, Student Engagement and Wellbeing Policy and our Acceptable Use of Technology Agreement.
- Follow set protocols for online behaviour across the different digital platforms used by students.
- Having private messaging disabled on Seesaw so all posts must first be approved by the teacher before they are published to shared spaces and teachers posting feedback to student learning on their personal journal.

- Students encouraged to take body and brain breaks regularly and maintain a healthy eating and sleeping regimen. Students completing short online activities twice daily to communicate their emotional wellbeing and learning confidence to the teacher.
- Teachers monitored these attributes and discussed any general health or wellbeing concerns with the Student Engagement and Wellbeing Team or the Assistant Principal, as well as logging their concern on Compass. Where a teacher had an immediate and high level of concern about a student's health and wellbeing, they would alert the Principal. Access to additional specialist health and wellbeing services were activated as required.
- Students with additional needs were identified and reasonable adjustments made in accordance with the student's individual learning plan; this included the offering of extra support, modification of learning tasks, provision of information in a different format or other adjustments deemed appropriate.
- A tracking document was used by all staff to report the wellbeing of students in each class. Contact with families and students was provided through a range of methods, including phone calls, video chats, private messaging in Seesaw and, in critical cases, onsite attendance when required.

Teachers continued the challenge to keep students motivated and positive through the prolonged period of lockdown in Term 3. Some strategies included:

- Acknowledgements of students through blog entries, PBS tickets, celebrations, awards, certificates, shout-outs and much more, emphasising that every special message counts.
- Reaching out to students on a personal level through video messages, Webex virtual meetings and more wellbeing check-ins with other staff across the school, such as our integration aides.
- Virtual assemblies, class meetings, whole school virtual house competitions and student trivia nights to foster connections and celebrations.
- Live classes were not just about the teaching but about creating connections and motivating us to keep pushing through and make every day something to be grateful for and to celebrate.
- Reaching out privately to families to provide further support and additional strategies.
- Heidi Rogers, a psychotherapist, was engaged by the school to provide online workshops and videos to support families at home.
- Increased small group teaching opportunities for students to share their learning with others, extend their thinking, clarify their understandings and connect. These were well received by students who enjoyed participating in study buddies and other small group sessions such as literature circles or wellbeing chats.
- Creativity Days with technology-free activities and self-directed passion projects.
- Wellbeing focused circle time WebEx meetings.
- The Positive Behaviour Home matrix for remote learning.
- Active recess breaks with live sessions of yoga, stretching, jumping and much more.
- Messages along the fence lines between students and teachers.
- Community engagement through the newsletter, Instagram and social media connection.
- Staff videos to promote positive messages.
- Parent remote learning feedback survey and continuous communication between parents and staff.
- Specialist program remained accessible and focused on positive engagement and enjoyment for students.

Health and wellbeing supports were prioritised for staff, students and their families. As health and wellbeing check-in processes via Seesaw and tracking tools were an effective support for our students during this period, the school is planning to continue using similar tools in 2021.

Beyond 2020 the school will continue to promote healthy, happy and active students through a range of wellbeing strategies, including:

- Engaging with Tracey Ezard to build a healthy and collaborative workplace and continuing this work to improve our school culture and staff wellbeing.
- Active Schools – engagement with ACHPER and the ministerial statement to embed the active schools framework to support the wellbeing of our students.
- New student leadership model with a specific 'Wellbeing' Year 6 leader and 'Events' leader supported by the student council to drive wellbeing initiatives for our students.

- Further development and support of parent community links through classroom helpers program, Snack Shack volunteering, 'Ripper Families' to develop special community events and celebrations to enhance wellbeing.
- Adding further breadth to our learning programs through camps, excursions/incursions and special events.
- Revision of the School Wide Positive Behaviour Support program assisted by Anthony King, the regional SWPBS coach.

Financial performance and position

Ripponlea Primary School was left in a healthy financial position due to the extraordinary and unexpected circumstances of the 2020 global pandemic . Revenue was secured in early 2020 through parent payments on essential items as well as a range of voluntary contributions; however expenditure decreased as the school, its staff and students predominantly spent much of the year teaching and learning from home. The school remained open for a small number of its students and operational costs were kept at a minimum during a number of lock-down periods.

In 2020, the school transitioned to a new cleaning service completely funded by the Department of Education and Training. The school council no longer need to engage in a licencing arrangement or pay additional expenses for cleaning services across the school.

The school continued to complete a range of maintenance jobs including electrical works, fixing of sliding doors, fitting of ergonomically designed door hardware, washing of shade sails and carpeting the internal stairwell. We also bought additional student and teacher conferencing tables and more flexible furniture options for all Foundation to Year 2 classes.

A surplus of $391,923.00 for the 2020 school year was due mainly to a carry-over funds in the school's credit budget from 2018 of $114,000.00 and one more year of grant monies afforded through the Primary Mathematics Science and Specialist initiative. Additional to this, the school held committed funds of $40,0000 from fundraising efforts in previous years to build a new inclusive learning deck as an extension to the existing learning deck at the back of the school. In 2019, Ripponlea Primary School was also successful on the application for the Local Schools Community Fund, securing an additional $20,000 towards the learning deck project. These committed funds were not spent and will be carried over to the 2021. The school commends the Finance Committee of School Council on all its management of school finances and forward planning strategies over the next two years.

**For more detailed information regarding our school please visit our website at
http://www.ripponleaps.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 305 students were enrolled at this school in 2020, 142 female and 163 male.

9 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.
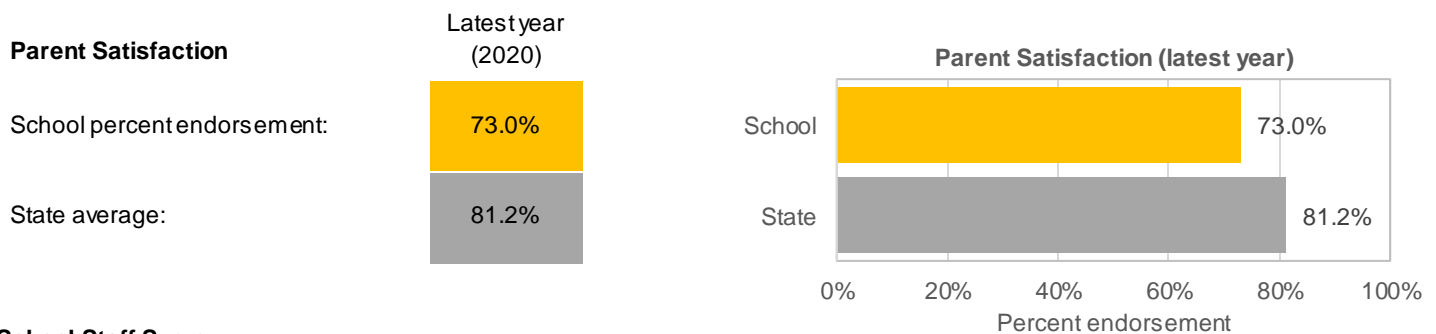
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.
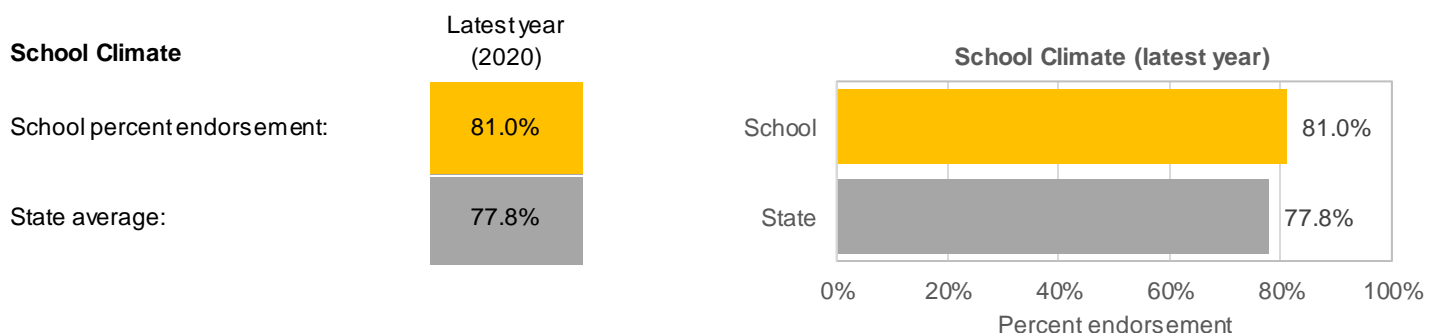
Parent Satisfaction	Latest year (2020)
School percent endorsement:	73.0%
State average:	81.2%

Parent Satisfaction (latest year)

School	73.0%
State	81.2%

Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	81.0%
State average:	77.8%

School Climate (latest year)

School	81.0%
State	77.8%

Percent endorsement

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:	96.9%
Similar Schools average:	94.1%
State average:	86.3%

English (latest (year)
Years Prep to 6

Percent students at or above age expected level
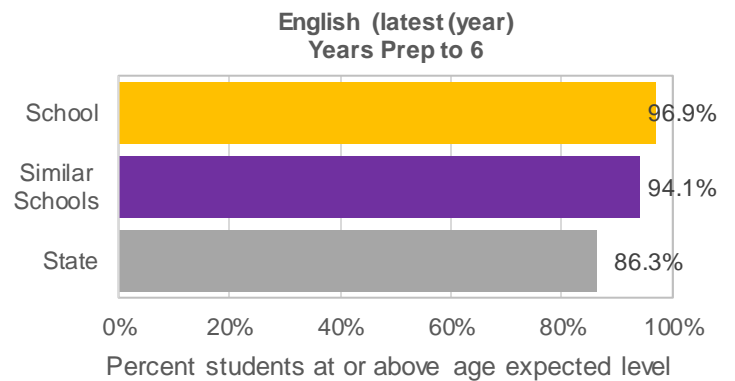
Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	96.4%
Similar Schools average:	94.0%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

Percent students at or above age expected level
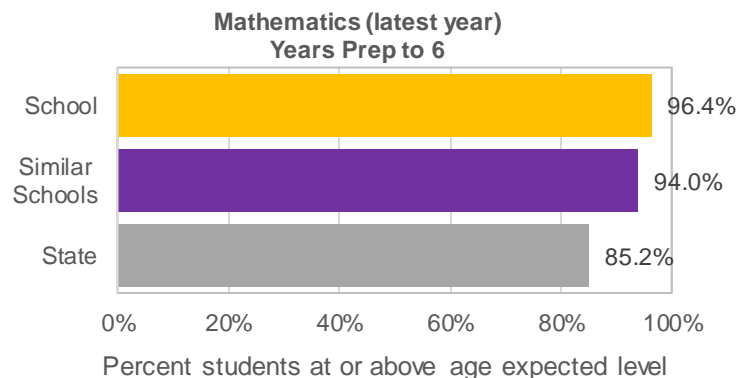
NAPLAN

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).

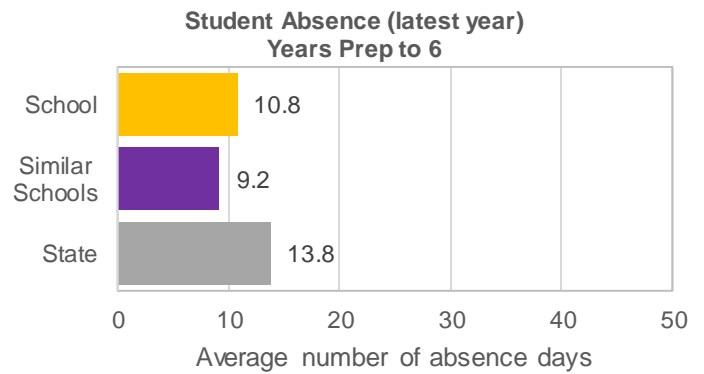NAPLAN tests were not conducted in 2020.

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:	10.8	14.5
Similar Schools average:	9.2	12.7
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	92%	95%	94%	95%	92%	95%

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:	68.6%	70.2%
Similar Schools average:	77.9%	78.6%
State average:	79.2%	81.0%
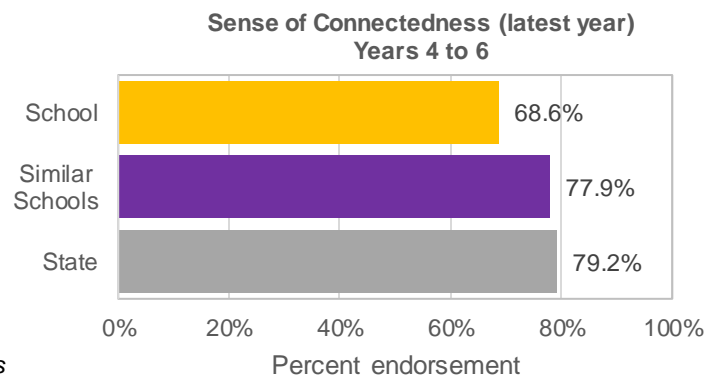
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School: 68.6%
Similar Schools: 77.9%
State: 79.2%

Percent endorsement

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:	67.0%	72.9%
Similar Schools average:	77.2%	78.0%
State average:	78.0%	80.4%
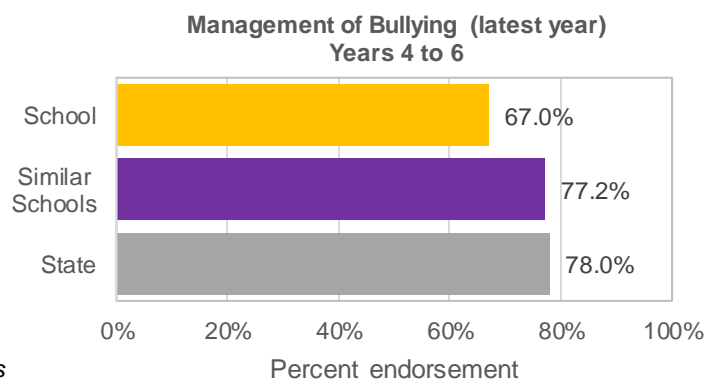
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School: 67.0%
Similar Schools: 77.2%
State: 78.0%

Percent endorsement

Financial Performance and Position

Revenue	Actual
Student Resource Package	$2,711,475
Government Provided DET Grants	$290,462
Government Grants Commonwealth	$24,350
Government Grants State	NDA
Revenue Other	$9,954
Locally Raised Funds	$306,715
Capital Grants	NDA
Total Operating Revenue	**$3,342,956**

Equity [1]	Actual
Equity (Social Disadvantage)	$9,786
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$9,786**

Expenditure	Actual
Student Resource Package [2]	$2,561,485
Adjustments	NDA
Books & Publications	$6,209
Camps/Excursions/Activities	$15,266
Communication Costs	$8,793
Consumables	$40,646
Miscellaneous Expense [3]	$7,049
Professional Development	$19,741
Equipment/Maintenance/Hire	$63,070
Property Services	$81,531
Salaries & Allowances [4]	$72,963
Support Services	$53,181
Trading & Fundraising	$3,385
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$18,113
Total Operating Expenditure	**$2,951,033**
Net Operating Surplus/-Deficit	**$391,923**
Asset Acquisitions	**$28,727**

(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	$329,970
Official Account	$28,186
Other Accounts	$25,043
Total Funds Available	**$383,199**

Financial Commitments	Actual
Operating Reserve	$55,423
Other Recurrent Expenditure	$419
Provision Accounts	NDA
Funds Received in Advance	$25,389
School Based Programs	$29,846
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$1,470
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$50,000
Capital - Buildings/Grounds < 12 months	$80,000
Maintenance - Buildings/Grounds < 12 months	$85,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$327,547**

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.