2018 Annual Report to The School Community

School Name: Ringwood North Primary School (4120)

- 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 2018 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 29 March 2019 at 11:57 AM by Kenneth Chatterton (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 24 April 2019 at 09:36 PM by Michele Whitby (School Council President)

About Our School

School context

Ringwood North Primary School (RNPS) is committed to the education of the whole child. Teachers share mutual educational understandings, giving students a real sense of moral values and purpose, as active citizens in a civilised and cohesive global society. Children will be provided with appropriate resources enabling them to accommodate change, and enjoy a productive and fulfilling adult life. (RNPS Mission Statement)

RNPS educated over 520 students in 2018, distributed among 21 classrooms taught by 23 classroom teachers with 3 specialist teachers and 1 Reading Recovery intervention teacher. 8 Education Support staff worked closely with students and 4 others in administrative roles. The majority of student enrolments are from the local area, living within a 5km radius of the school. This contributes to a strong sense of community and shared wellbeing. Families, students and staff all recognise and value the close ties and support of their peers. In 2018, this was demonstrated through massive community support for our School Fete, an important fundraiser for the school, and our STEAM Open Night in August. The demographic of families is, on average, of a comfortable socio-economic status and a high level of parent education, with an SFOE of 0.22.

The school continued to enjoy widespread participation in the Arts, with over 200 students opting to undertake private instrument tuition through the school and over 100 students participating in the school's 2 choirs. Challenge Based Learning continues to be an important vehicle for the curriculum at RNPS, with 2018 seeing the introduction of the UN Sustainable Development Goals as the basis for our whole school Big Ideas. Special events such as the end of year concert and the Year 6 Billy Kart Grand Prix continued to provide important opportunities for the community to come together in celebration.

Framework for Improving Student Outcomes (FISO)

In 2018 the school focused on 2 initiatives: Building practice excellence and Curriculum planning and assessment.

The Key Improvement Strategies were as follows, with highlights noted:
1. Develop and implement a whole school instructional model (IM) for literacy based on the school's pedagogical vision.
Staff eagerly engaged with the new IM with the support of our Literacy Leader and Learning Specialist.
2. Develop and implement a school-based Professional Learning Plan that identifies and supports consistent and collaborative professional practice to improve student outcomes.
Increased investment in professional learning supported the increased consistency of practice observed across the school.
3. School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan: For Improving Student Outcomes.
Meeting fortnightly, this team was established and worked closely to ensure successful change management throughout this process.
4. Establish and implement a whole school curriculum plan which integrates learning areas and capabilities, pedagogy and assessment in a coherent, sequential and developmental program of learning.
An updated plan was developed, including aspirational aims for the school to work towards developing, while also building on existing strengths.

Achievement

In 2018 there was a primary focus on reading instruction and the achievement of students in Reading. The introduction of the new IM, in conjunction with increased professional learning and ongoing support from a learning specialist, ensured that teachers developed confidence in effectively and efficiently differentiating their teaching and improving their assessment practices to ensure this could take place. An emphasis on protecting

and ensuring daily explicit teaching of reading skills was a feature of the model. A changed professional learning team model also ensured that these changes were being implemented school-wide and that year levels had the opportunity to address any concerns or hindrances frequently.

Initial achievement outcomes have been very positive: Year 5 students in the Top 2 bands of NAPLAN increased 12% on 2017 results, and students in the Bottom 2 bands decreased by 13%. Relative growth for students between Years 3-5 improved, too, with students enjoying high growth increasing by 8% and students showing low growth reducing by 15%.

Future focuses within reading will build on the achievements of 2018, focusing in more detail on curriculum and assessment practices.

Engagement

Within student engagement, student absence rates have remained steady. The school continues to show slightly higher absences per student than other schools in the network or with similar characteristics, which is currently explained by a tendency for families to take opportunities to go on extended holidays during the school term. Students who are at risk of disengaging from school, show signs of school refusal, or are struggling with regular school hours, are closely monitored and supported by a case management structure that ensures each student at risk of disengagement has someone directly responsible for supporting them and working with the family. This was new in 2018 and we believe was successful in ensuring continued engagement with school in some complex cases.

Wellbeing

2018 saw the introduction of Positive Education as a core model for how we organise our school and approach building positive, productive relationships. Staff undertook a range of external and internal professional development in anticipation of implementing the model with students in 2019. This has led to a series of reviews by staff into behaviour management practices, how the school's values are implemented, and how we start each year. An initial Start-Right program was developed for 2019 that incorporated a range of elements related to wellbeing and relationships.

Student data related to wellbeing appears to have remained steady. A slight change in the delivery instructions means that where previously students hadn't responded with neutral values, they now have. Following analysis, it was determined that the student attitudes towards their school experience remain very high but we now have an indication of the number of students who may be less enthusiastic than others, giving us an entry point into exploring what the school might do differently to support those students.

Financial performance and position

School financial outcomes saw a returned surplus on the Student Resource Package (SRP). This was the result of a planned contingency amount that remained unused and some movements of older, retiring staff that resulted in more available funds than had been anticipated when budgets were developed. This surplus will be important in managing staffing movements in years to come, with a complex scenario of teachers on family leave and seeking part-time employment when returning to work. A smaller cohort of Prep students in 2019 will also impact financially on the school's plans, either through space allocations or staffing of smaller classes as they progress through the years. Small amounts of targeted funding were received from DET to support professional learning initiatives and a global engagement project with schools in Indonesia. Equity funding was utilised to partially support the employment of a Reading Recovery teacher and a chaplain. The School Fete was a key source of fundraising for local funds, with future plans for improved outdoor environments being developed. Other locally raised funds through parent payments remained on par with previous years and allowed the school to fully implement its budget plans, including the leasing of technology devices in all classes from Prep to Year 3.

For more detailed information regarding our school please visit our website at
www.ringwoodnorthps.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 525 students were enrolled at this school in 2018, 273 female and 252 male.

8 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

Achievement	Student Outcomes	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 | 🟢 Similar

🟢 Similar |

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: 🔶

Achievement	Student Outcomes	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)	🟢 Similar 🟢 Similar 🟢 Similar 🟢 Similar
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 🟢 Similar 🟢 Similar 🟢 Similar

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: ◆

Achievement	Student Outcomes	School Comparison
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'.	**Reading** 24 % 49 % 27 % Low Medium High **Numeracy** 40 % 50 % 10 % Low Medium High **Writing** 34 % 46 % 20 % Low Medium High **Spelling** 31 % 56 % 13 % Low Medium High **Grammar and Punctuation** 29 % 57 % 14 % Low Medium High	NAPLAN Learning Gain does not require a School Comparison.

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: ◆

Engagement	Student Outcomes	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 **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 ──────────────── 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ──────────────── 50 Few absences <------> Many absences	● Similar ● Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	92 %	93 %	93 %	92 %	92 %	90 %

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:	◆

Wellbeing	Student Outcomes	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: 2018 0 ——————————— 100 Results: 2017 - 2018 (2-year average) 0 ——————————— 100	🟢 Similar 🟢 Similar
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: 2018 0 ——————————— 100 Results: 2017 - 2018 (2-year average) 0 ——————————— 100	🟢 Similar 🟢 Similar

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, 2018	
Revenue	**Actual**
Student Resource Package	$3,718,137
Government Provided DET Grants	$500,353
Government Grants Commonwealth	$114,058
Revenue Other	$17,257
Locally Raised Funds	$658,767
Total Operating Revenue	**$5,008,571**

Equity[1]	
Equity (Social Disadvantage)	$19,172
Equity Total	**$19,172**

Expenditure	
Student Resource Package[2]	$3,535,407
Books & Publications	$4,350
Communication Costs	$13,472
Consumables	$87,206
Miscellaneous Expense[3]	$379,435
Professional Development	$26,514
Property and Equipment Services	$226,198
Salaries & Allowances[4]	$314,387
Trading & Fundraising	$87,940
Travel & Subsistence	$3,110
Utilities	$39,804
Adjustments	$9,379
Total Operating Expenditure	**$4,727,201**
Net Operating Surplus/-Deficit	**$281,370**
Asset Acquisitions	**($9,379)**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$348,806
Official Account	$60,653
Total Funds Available	**$409,459**

Financial Commitments	
Operating Reserve	$183,637
Provision Accounts	$49,000
Funds Received in Advance	$1,978
School Based Programs	$23,314
Asset/Equipment Replacement < 12 months	$25,000
Maintenance - Buildings/Grounds < 12 months	$126,531
Total Financial Commitments	**$409,459**

(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 15 March 2019 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).
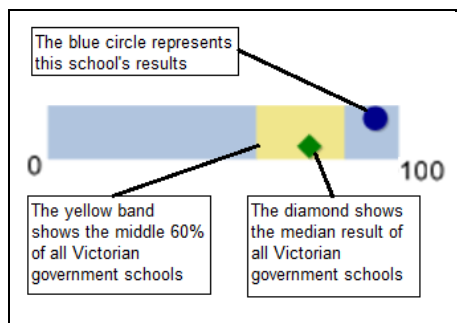
What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
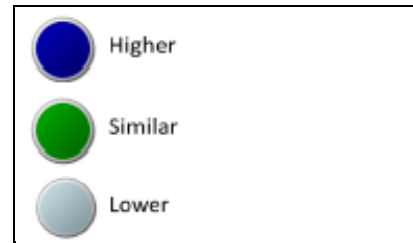
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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').