

2021 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 2021 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 01 May 2022 at 01:20 PM by Natalie Rose (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 06 May 2022 at 08:06 AM by Tarryn Holland (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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 these 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 our students. In order to develop a positive, safe, supportive learning culture, Ripponlea PS is committed to implementing the School-Wide Positive Behaviour Support (SWPBS) tiered approach to teaching expected behaviours from Foundation to Year 6. The SWPBS framework enables us to improve the social, emotional, behavioural and academic outcomes of all students. Our approach aligns academic and behavioural systems to create an emphasis on explicitly teaching, monitoring, and acknowledging appropriate and expected behaviour creating a safe and orderly environment for all 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.'

Our learner-centered approach is led by a dedicated and committed staff who create an environment where students are motivated, curious, optimistic and engaged in their learning. Focusing on a three-tiered approach that covers behavioural, emotional and cognitive development, we promote student engagement by actively encouraging:

- students to build and nurture strong relationships with their peers and teachers;
- a strong partnership between parents and the school to collaboratively provide our students with a positive environment in which they can develop and learn;
- students to create learning goals, monitor their progress towards achieving these, working together with the teacher to determine what they need to learn and to do in order to improve;
- students to enjoy learning by providing them with authentic opportunities to connect with real-life contexts and participate actively in the classroom and out-of-school activities;
- a 'student voice' for students to have their say and share their ideas and thoughts for school improvement through student circle meetings and opportunities for extensive student leadership.

At Ripponlea we have designed our learning spaces to create vibrant, welcoming and supportive environments that are flexible to the learning needs of our students. Classroom layouts and furniture are designed to support flexible and purposeful use of classroom spaces, providing students with a choice of environments to suit contemporary learning styles which include collaboration and group discussions. Staff at Ripponlea work in Professional Learning Communities (PLCs). 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.

Enrolments were beginning to increase over the period of the current Strategic Plan from 281 in 2017 reaching 304 in 2020. In 2021, enrolments were significantly lower than in previous years with a total student population of 277. As a result of COVID-19, many families opted to relocate to regional Victoria or the Mornington Peninsula, return to their home states, take offers at private schools or relocate to other regions for cheaper housing options.

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). 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 and a wide range of experiences, perspectives, skills and interests. Across the school, we had 13 home groups in 2021. Across the school, we only had five students eligible for the Program of Students with Disabilities (PSD).

The staffing profile in 2021, included 16.12 FTE Teacher Class, 2.0 FTE Principal Class, and 5.09 FTE Education Support. The School's Improvement Team (SIT) referred commonly as the leadership team had 7 members each with specific roles in leading change and school improvement. These were inclusive of PLT (Professional Learning Team) leaders, principal class officers, PLC team leaders and sub-school leaders who manage senior school structures from Years 3-6 and junior school Foundation to Year 2.

Ripponlea PS offers the Victorian Curriculum with literacy and numeracy being central to all learning. The school offers specialist programming in the Performing Arts, Visual Arts, Physical Education and LOTE – a multilingual approach to teaching both Italian and French. Ripponlea offers Literacy Intervention to all students from Year 1 to Year 6. This program is facilitated by our trained intervention specialist and is derived from Macquarie University's MiniLit and MacqLit program, an evidence-based systematic, explicit and effective model for teaching reading skills. In 2021, the Learning Tutor initiative increased an additional staff member (0.32) as well as an increased time fraction (0.2) for our High Ability Practice leader and learning tutor.

Our parents are keen, creative, dedicated and proactive. They value education and have high expectations of the school's academic provision. The school community values 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.

An out-of-school-hours care program is operated by TheirCare for working parents. Other external providers such as UJEB, Kelly Sports, Immerse Drama, Hot Shots Tennis and Instrumental Music are offered through a user-pay system.

The school is able to offer enrolments and study through the International Student Program aligned to the policies and practices of the Department of Education and Training.

Framework for Improving Student Outcomes (FISO)

After the events of 2020 and the significant impact on our students, staff and families, we were all very optimistic and hopeful for a better year in 2021. We knew that 2021 would be critical for the re-engagement of our students, the re-establishment of school routines, catch-up learning, ensuring successful transitions into the new school year and further implementation of strategies to support the mental health and physical wellbeing of our students and staff. Most importantly we were going to reconnect as the Ripper community and were hopeful for more onsite community events and opportunities to achieve this. As we know, the year didn't run to plan.

In 2021, all Victorian schools had a set of common key improvement strategies which included the following FISO dimensions:

Building Practice Excellence - Learning catch-up and extension

- As a school and through PLC practices we strengthened the capacity of teachers to collaborate, use data to provide precise targeted teaching, track learning growth and address the learning needs of all students.

Happy, active and healthy kids

- We continued embedding universal features of the SWPBS to create a positive climate for learning and student well-being. We utilised the Rights, Resilience and Respectful Relationships (RRRR) curriculum to support whole school social and emotional learning in order to strengthen students' social skills, resilience and relationships.

Connected schools

- Our aim was to strengthen communication and connection with families to promote everyday learning through digital opportunities and increase community engagement through sustainability practices.

Learning Tutor Initiative

This was the year all schools received funding for the Learning Tutor Initiative (LTI). 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. Our mathematics tutor used the DAL platform to initially assess students in the linear modules to be able to formulate groups based on similar needs and common misconceptions. Our literacy tutor also used diagnostic assessments in spelling, reading and writing such as cold writes. In addition to the LTI, RPS continued to support students across the school in the Minilit and Macqlit reading intervention program. It was reported by many families and teachers that students with additional learning needs attended these sessions more frequently and were more committed. The program was able to capture and support around 70 students onsite and through remote delivery.

Building a Culture of Collaboration

To enable our teachers to re-engage our students and focus their energies on the key priorities it was important to recalibrate and 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. They needed to analyse and use student data to evaluate student growth and progress, inform their next cycle of teaching and apply appropriate teaching strategies. It was also important to change to implement the school's instructional model, the Gradual Release of Responsibility understanding which was agreed upon in 2020. Mindful of the challenges felt in 2020, staff were consulted on their beliefs around the school's staff culture and how this affects the overall school culture. On recommendation from network schools, we engaged a consultant to run a diagnostic on our staff culture – The Buzz – to gauge staff perceptions around the levels of professionalism and collaboration with one another. The diagnostic revealed that RPS staff inclusive of leadership needed to develop greater trust in one another and build a more collaborative (rather than cooperative) learning culture. She introduced the staff and particularly the leadership team, to the broader benefits for our community of building cohesion centred around our collective needs and key purpose. She reinforced our collective understanding of how positive relationships across the school builds connectedness, a sense of belonging and a positive school culture for all stakeholders, especially our students.

The staff developed metaphor charts on how we would like to work as a team at RPS, celebrated joy bubbles and used the acronym BRAVING (Boundaries, Reliability, Accountability, Confidentiality-Vault, Integrity, Non-Judgement and Generosity) in building trust within our PLCs and with all staff across the school. The leadership team were coached to help build our capacity as PLC leaders. Building self-awareness, understanding the strengths and shadows of our personality traits, how to best support members of their teams to have challenging conversations around teaching and learning, and developing an understanding of the explicit actions and behaviors of our PLC values/norms, accountability and responsibility and focus on what matters most: our students. With new staff commencing at Ripponlea, we also engaged PLC Regional Manager, to refresh staff on how to use the FISO improvement cycle. Staff participated in an online event to showcase the PLC work of some of our Bayside Peninsula schools. Despite the announcement of further lockdowns, PLC teams continued to work collaboratively online to deliver a purposeful curriculum-driven and engaging remote learning program. Teams were strengthened and committed to supporting our students and their families whether remotely or onsite for children of essential workers.

Gradual Release of Responsibility

The school's learning specialist set the tone for the start of the year surrounding the expectations of staff when using the GRR. 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. Across the school, we developed common visual tools that were used by both teachers and students. Students were able to recognise the goals of each lesson, steps to success and their role in

each stage of the model. We were delighted to be working once again with a language expert and literacy consultant. As she reviewed our learning on the teaching of narrative and non-narrative writing skills, delving further into language orientations in text and vocabulary studies. We also engaged with a highly skilled and sought-after educational consultant who supported our teachers to target reading in the classroom. The staff of RPS all contributed to developing a common understanding about reading practices at RPS.

In late 2021, the school undertook a very reflective, rigorous and rewarding process in reviewing the 2018–2021 School Strategic Plan. A review team was able to visit classrooms to observe teaching practice and meet with students and staff, the leadership team as well as parents to help formulate the goals and priorities of the next strategic plan. The school fully met or partially met a large majority of our NAPLAN targets in literacy and will shift its focus to numeracy in 2022. Staff, parent and student opinion surveys improved over the years and this data helped to establish further improvement targets for the next Strategic Plan.

Achievement

In 2021, Ripponlea Primary school maintained its focus on improving literacy and numeracy achievement and growth and improving student engagement in learning. Our Year 3 NAPLAN achievement data in reading based on students in the top 3 bands of testing was significantly higher at 97.7% than similar schools at 88.8% and the state at 76.9%. Our four-year average was greater than the state by 14.8%. Our Year 5 NAPLAN achievement data in reading based on the top 3 bands of testing was also above at 90.9% with similar schools at 84.9% and the state at 70.4%. Our four-year average was 89.4% which indicated 21.7% greater than the state at 67.7%.

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. The four-year average in numeracy continued to demonstrate significant differences between the school and the state results.

Learning gain for students in NAPLAN in Years 3-5 based on a four year average from 2018-2021 demonstrated 23% of students achieving high gain in Reading, 24% of students achieving high gain in Numeracy, 32% of students achieving high gain in Writing and 27% of students achieving high gain in Spelling, with 13% of students demonstrating high gain in Grammar & Punctuation. The most significant area of focus for the school has been to improve the writing skills of our students. This domain was above like schools in learning gain, whilst the other domains were below similar schools. 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 and most recently benchmark growth of our students from Years 3 to Years 5 in Reading, Writing and Mathematics. We have been focused on reducing the low growth of our students across all the domains.

Whilst NAPLAN is one measure of the school's achievement over the 2021 school year, we have other student data from PAT-Reading that indicated that across the school 40% of students were one year or more above the expected level, 41% at the level and 19% below the expected level. The expected mean was reached above in all year levels except in Year 1, which will require a closer investigation of reading and comprehension skills amongst our Year 2 students in 2022. In PAT-Mathematics 23.23% of students were one or more years above the expected level, 56.57% at the expected level and 20.2% below. This again indicated that the school's focus in 2022 will need to centre on improving student outcomes in numeracy over the cycles of the next strategic plan.

Our teacher judgements of student achievement in 2021 showed the percentage of students in Year Prep to Year 6 working at or above the expected standards in English were above other Government schools. Teacher judgements in Mathematics also demonstrated Year Prep to Year 6 students achieved above other government schools as well as those compared to similar and network schools.

Future developments will be made through PLC practices to strengthen the capacity of our teachers to collaborate, use data to provide precisely targeted teaching, track learning growth and address the learning needs of all students.

Engagement

Relationships are key to a thriving school community and we actively promote positive relationships among students, between students and staff, and between the school and families. This three-way relationship is nurtured by all teachers and families for the benefit of our students. Positive relationships are a key feature of the teaching and learning program but social and emotional learning is the driving force within the curriculum.

In 2021, we needed to adapt our program to support students' engagement and wellbeing while learning remotely and to help with the adjustment of returning to school. Student engagement correlates strongly to a relatively low rate of absenteeism. The average attendance rate for each year level ranges from 91 to 97 percent. The average number of days absent is 9.8 which compares favourably with the State average of 14.7 days. During remote and onsite, teachers, leaders and education staff monitored the attendance of all students whether face to face or online. These included morning meetings, roll call, attendance check-in with students via WebEx/Seesaw or direct contact with families. Families were very consistent in recording their child's absence and providing an explanation on COMPASS.

The school transitioned successfully to remote and flexible learning for all the lockdown periods in Victoria over 2021. Each PLC team developed a statement of intent and the program of delivery was strengthened once again through teacher reflections and student and parent feedback surveys. Parent guides and remote learning packs were all activated successfully. We continued to focus on student engagement in learning through live Webex sessions for Literacy and Mathematics as well instructional videos, a continuation of the specialist programs, inquiry-based learning units, whole class circle time meetings, whole school assemblies and special events such as trivia nights, school discos and family challenges.

In many ways, we continued to connect school to home in 2021 by communicating with families during both remote and onsite learning which increased our capacity to assist children to engage in their learning through these connections. We maintained a streamlined system of communication and learning for our students through the Seesaw platform and provided relevant curriculum learning updates via the blogs. Teachers developed tasks and projects that appealed to student interests or that stimulated their curiosity. Teachers across the school planned various learning opportunities and looked at creative ways to enhance inquiry learning drawing inspiration from events and activities occurring both locally and globally.

Students were provided with the following experiences:

- Science Week – science & technology experiments, microscope challenge, incursions – Mad about Science – Forces in Motion
- Olympic Games – reading, writing, research skills, mathematics, guest speaker – Rydian Cowley
- Paralympic Games – reading, writing, research skills, guest speaker – Nick Morris
- Book Week – whole school focus, multi-age online meets, virtual parade, author studies
- Indigenous Literacy Day – author readings and activities
- RUOK Day – wellbeing activities and explicit teaching of ALEC
- Australia's Biggest Child Safety Lesson – Daniel Morcombe Foundation
- Stomp Dance – virtual dance practice for the production

In the Attitude to School Surveys (AtoSS) student motivation and interest percentages were slightly lower and similar to the previous year, as well as perseverance and learning confidence. It was not surprising that our students' sense of connectedness to school and each other was wavering and that the last round of remote learning took a heavy toll on all students, staff and families. Upon a return to school in the last few weeks of Term 4, the school community came together to ensure that our students were front and centre of our core purpose and the student leadership body activated a number of fun events that had been postponed throughout 2021. The highlight for our community, especially our students, was the School Production - 'Albert's Amazing Time Travelling Machine'.

In 2022, our work will continue on strengthening and supporting all students to effectively re-engage in their learning by providing an in-depth curricular model, greater differentiation to meet student individual needs, enacting further student leadership opportunities, activating student learner agency and voice and reconnecting with our local community to enrich the curriculum experiences of our students.

Wellbeing

In 2021, our goal was to continue embedding universal features of the SWPBS to create a positive climate for learning and student wellbeing. We continued to utilise the Resilience Rights and Respectful Relationships (RRRR) program to support whole school Social and Emotional Learning that strengthens students' social skills, resilience and relationships. Whilst in remote we continued to deliver effective wellbeing programs and taught students the skills of resilience, emotional regulation, identity, body safety and a range of other skills through the personal and social capabilities components of the Victorian Curriculum.

School Wide Positive Behaviour Support (SWPBS)

In 2021, some original members of the SWPBS team had left the school, allowing for two additional staff members to engage in SWPBS coordinator training modules virtually with our DET coach. An integral feature of our ongoing implementation of SWPBS requires the annual completion of the staff 'Self Assessment Survey' (SAS). As we approached the end of Term 1, it was important for us to examine its status and areas for improvement in our school-wide behaviour support systems. Survey results were summarised and were used for a variety of purposes including:

- annual action planning
- internal decision making
- assessment of change over time
- staff awareness of SWPBS practices and team validation.

The Wellbeing Student Leaders met with the principal to redevelop the school-wide Matrix of Expectations. Staff continued to embed the SWPBS practices across the school agreed upon in 2020. The remote learning matrix continued to be used to acknowledge students for their home efforts. Despite the majority of the year being spent learning remotely, some elements of the SWPBS allowed the school to complete a Tiered Fidelity Inventory (TFI) with coach Anthony King. The purpose of the SWPBS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which our school is applying the core features of school-wide positive behavioral interventions and supports. The TFI is divided into three sections: Tier 1 - Universal SWPBS Features; Tier 2 - Targeted SWPBS Features; and Tier 3 - Intensive SWPBS Features. These sections can be viewed separately or in combination to assess the extent to which core features are in place.

Our score concluded that our school is implementing SWPBS with fidelity, being over 70% thus meaning we were eligible to begin the process of Bronze acknowledgment. A TFI action plan was developed to respond to the features that need further implementation. These include:

1. Parent representation on the SWPBS team.
2. Teachers consistently applying behavioral expectations in all settings.
3. Teachers consistently applying the behavior response continuum.
4. Update of the school's policy – Student Engagement & Wellbeing policy to include PBS features.
5. Collection of schoolwide data on the COMPASS portal and responding effectively with Tier 1 or Tier 2 intervention strategies.

Social & Emotional Wellbeing

All staff had professional guidance on using the SAFEminds safety map. Teachers in the junior school identified the increased need to focus on student social skill development given their lack of social interaction throughout 2020. Students worked on developing awareness of personal space, sharing, ready-to-learn strategies and cooperative learning skills. Some students required external intervention through professional agencies (although these were limited due to COVID-19). Student wellbeing was discussed at every team meeting prior to commencing their curriculum planning. Teachers began using the SAFEminds resources and observations to plan for the teaching of appropriate social skills through a range of resources.

In remote learning, teachers continued to facilitate wellbeing check-ins, use exit tickets as reflections on learning and mood checks, as well as whole class circle times. In Term 4, the school introduced Art Therapy sessions for all classes. PLCs continued to deliver aspects of the RRRR program across the school as part of weekly sessions remotely and onsite. The Foundation team engaged the use of the Kimoichi characters to build emotional literacy skills and they also completed a social skills audit to narrow the focus of their explicit lessons. They accessed the Social Skills Improvement Survey to gain baseline data.

The Student Engagement and Wellbeing team invested in resources related to the curriculum-designed series of lessons known as the Zones of Regulation. The Zones of Regulation® is a framework and easy-to-use curriculum for teaching students strategies for emotional and sensory self-management. Rooted in cognitive behavioral therapy, The Zones approach uses four colors to help students identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation. By understanding how to notice their body's signals, detect triggers, read the social context and consider how their behavior impacts those around them, students learn improved emotional control, sensory regulation, self-awareness, and problem-solving abilities. It is anticipated that all students in Year 1-6 will use this resource, building on from the 'Kimochis' program in Foundation.

All staff received training from a SafeSchools facilitator to support gender affirmation for student/s across the school. Staff also attended learning with psychotherapist Heidi Rogers on creating 'Calmer Classrooms' and using strategies to support emotional regulation. Student wellbeing and attendance was a high priority when transitioning back to school in Term 4.

Active Schools Framework

The Professional Learning Manager from ACHPER, instructed staff on how to embed the Active Schools framework. This included advice on how best to run physical activity tasks and create opportunities to maximise active movement over sedentary listening. To further maximise a whole school approach to boosting physical activity, 'a game of the fortnight' for each cohort level was developed along with downloadable app suggestions for further movement and brain breaks. The 'game of the fortnight' was also extended for staff to engage and benefit from play.

Finance performance and position

Ripponlea Primary School maintained a strong financial position in 2021. The 2021 Annual Implementation Plan, continued to provide the framework for the allocation of funds to support school programs and priorities. Revenue at the start of the year was not so easily secured through parent payments as the DET policy across all schools changed. Many families had credit against their accounts from the previous year; however, once again expenditure decreased due to periods of lockdown. The school remained open for a small number of its students and operational costs were kept at a minimum.

The Financial Performance and Position report showed an end-of-year small deficit of \$ 7,540. In 2019, Ripponlea Primary School was successful securing \$20,000 towards the learning deck project through the Federal Government Local Schools Community Fund. As the deck was on hold again, these committed funds were able to be redirected to the purchase and installation of five new air-conditioning units installed in the Foundation and Year 1/2 classrooms at the eastern end of the school.

The equity funding the school received was allocated to the Minilit & Macqlit intervention program, especially in building resources for the program such as decodable texts.

Unfortunately, due to COVID-19 restrictions, the school was unable to hold any of our annual fundraising events including the Ripper Art Show but managed to hold the Trivia Night in Term 1 and the biennial School Production in Term 4. There were also limited opportunities for our families to volunteer their time at the school but their generosity through the building fund and library fund secured a further two air-conditioning units in the 5/6 classroom and OSHC building. The school library was once again stocked with a range of new fiction and non-fiction books and classrooms libraries were also established to build student interest and create in-class stimulus material related to concepts explored in class.

The school commends the Finance Committee of School Council on overseeing another strong budget outcome for the year and would like to acknowledge the continued support and generosity of our community at a time when many families continue to experience financial difficulties.

For more detailed information regarding our school please visit our website at
<https://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 287 students were enrolled at this school in 2021, 145 female and 142 male.

8 percent of students had English as an additional language and 0 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).

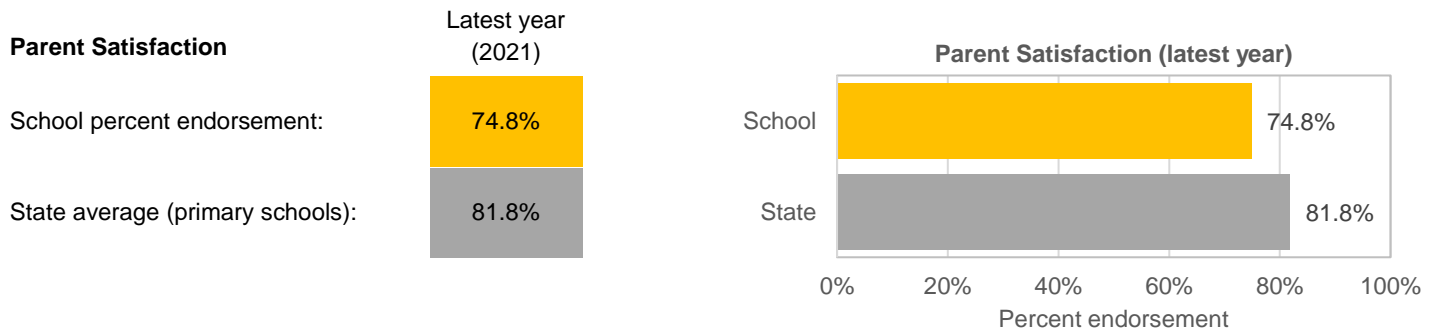
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

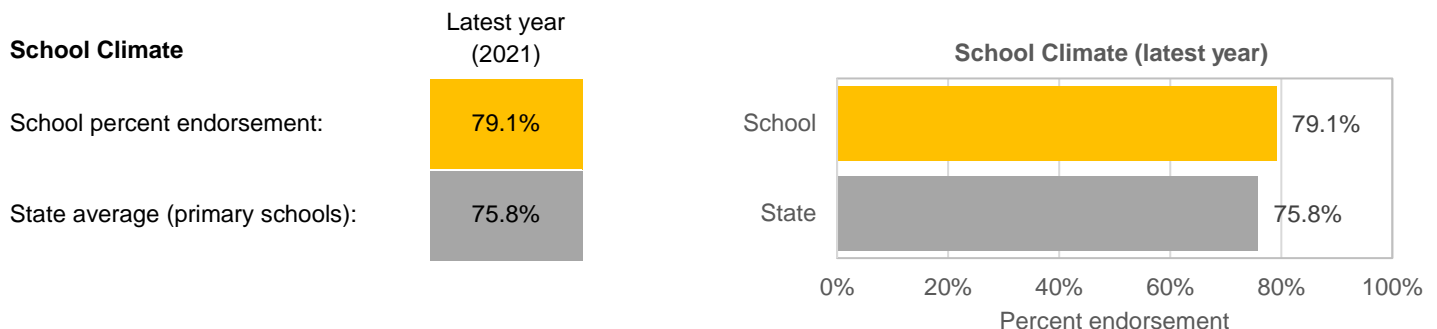


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

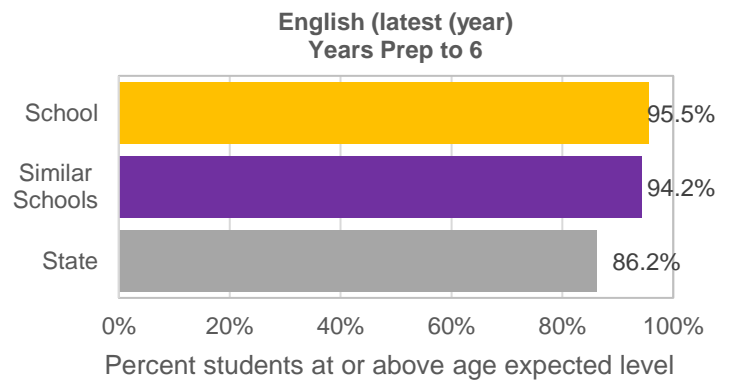
95.5%

Similar Schools average:

94.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

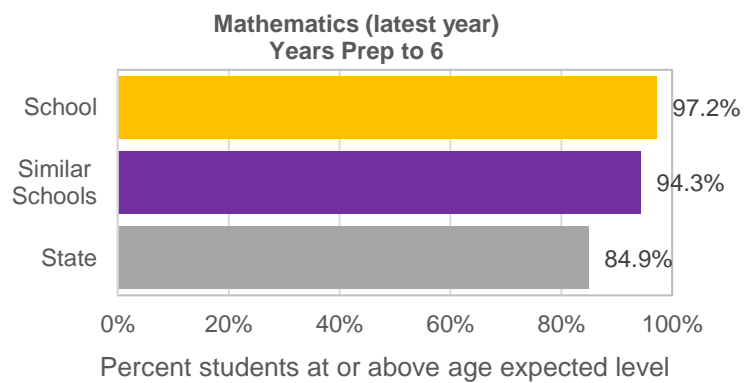
97.2%

Similar Schools average:

94.3%

State average:

84.9%



ACHIEVEMENT (continued)

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.

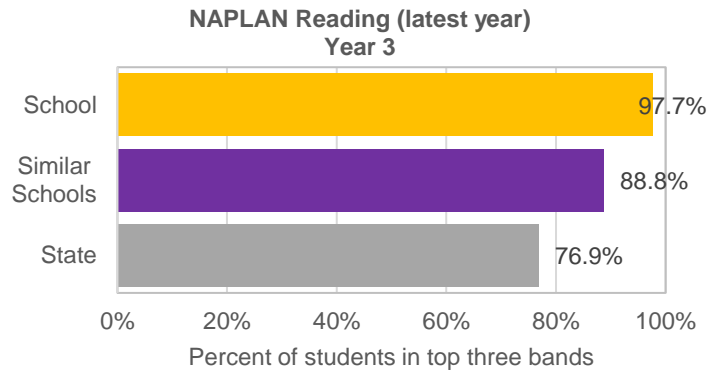
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

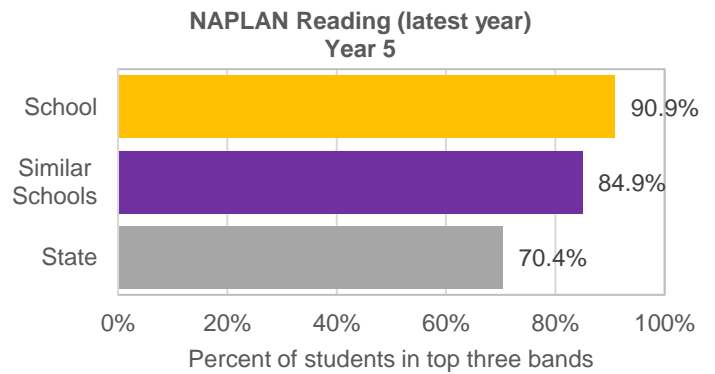
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	97.7%	91.3%
Similar Schools average:	88.8%	88.5%
State average:	76.9%	76.5%



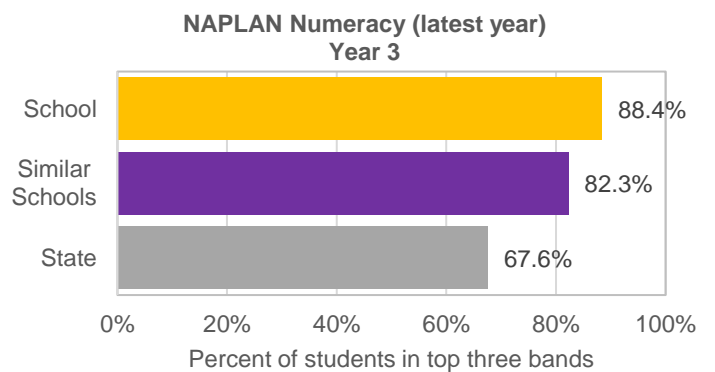
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.9%	89.4%
Similar Schools average:	84.9%	83.0%
State average:	70.4%	67.7%



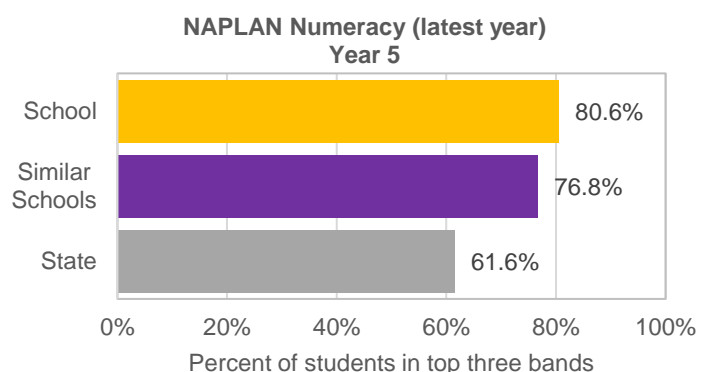
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.4%	85.4%
Similar Schools average:	82.3%	84.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.6%	73.0%
Similar Schools average:	76.8%	76.1%
State average:	61.6%	60.0%



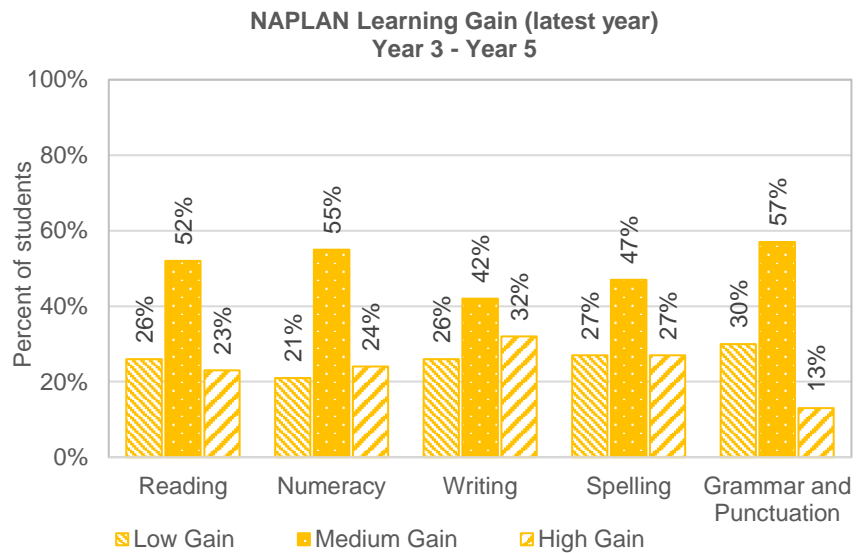
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	26%	52%	23%	29%
Numeracy:	21%	55%	24%	27%
Writing:	26%	42%	32%	30%
Spelling:	27%	47%	27%	29%
Grammar and Punctuation:	30%	57%	13%	25%



ENGAGEMENT

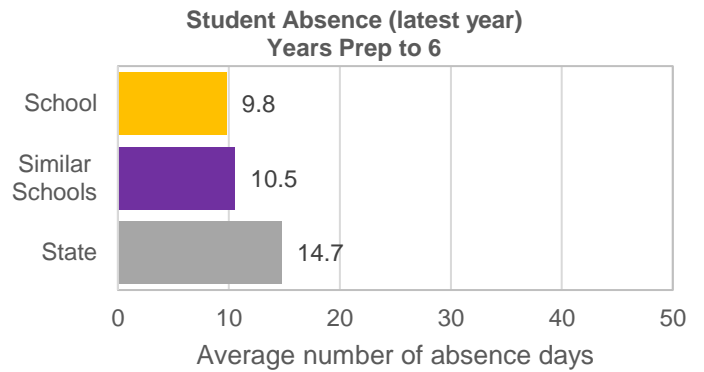
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	9.8	13.2
Similar Schools average:	10.5	11.9
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	95%	94%	97%	96%	93%	91%

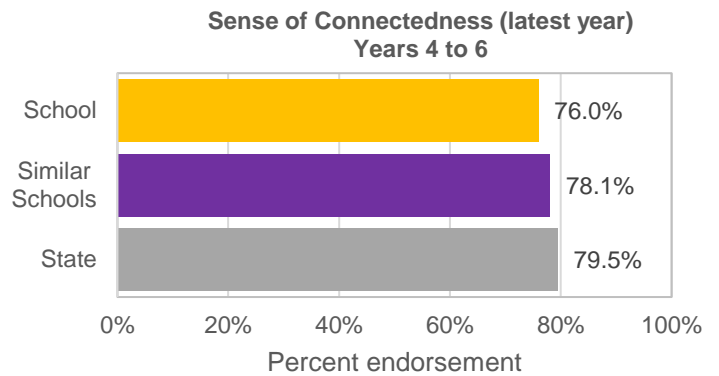
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	76.0%	72.1%
Similar Schools average:	78.1%	78.4%
State average:	79.5%	80.4%

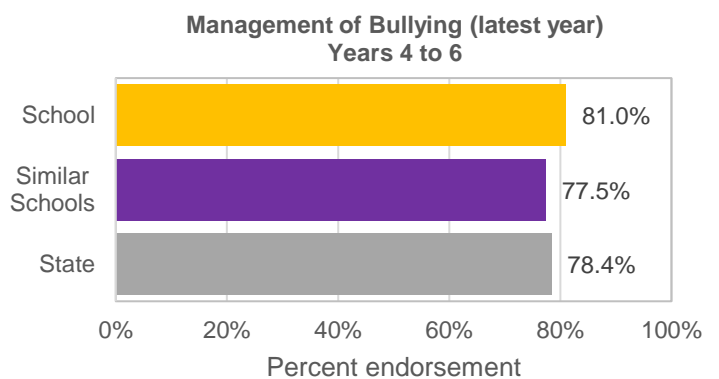


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.0%	75.0%
Similar Schools average:	77.5%	78.0%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,586,021
Government Provided DET Grants	\$209,233
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$7,486
Locally Raised Funds	\$279,335
Capital Grants	\$0
Total Operating Revenue	\$3,082,076

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,099
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,099

Expenditure	Actual
Student Resource Package ²	\$2,479,549
Adjustments	\$19,719
Books & Publications	\$12,095
Camps/Excursions/Activities	\$102,398
Communication Costs	\$13,483
Consumables	\$59,644
Miscellaneous Expense ³	\$13,346
Professional Development	\$39,158
Equipment/Maintenance/Hire	\$69,134
Property Services	\$80,465
Salaries & Allowances ⁴	\$94,661
Support Services	\$61,717
Trading & Fundraising	\$20,957
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,290
Total Operating Expenditure	\$3,089,615
Net Operating Surplus/-Deficit	(\$7,540)
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$279,967
Official Account	\$22,914
Other Accounts	\$25,950
Total Funds Available	\$328,831

Financial Commitments	Actual
Operating Reserve	\$88,447
Other Recurrent Expenditure	\$18,688
Provision Accounts	\$0
Funds Received in Advance	\$177,973
School Based Programs	\$5,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$80,000
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$412,108

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.