

2018 Annual Report to The School Community



School Name: Ringwood Heights Primary School (4911)



- 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 Regulation 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 18 March 2019 at 02:47 PM by Kim Bride
(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 Regulation 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 20 March 2019 at 11:55 AM by Shaun Steinfort
(School Council President)

Ringwood Heights Primary School (4911)

About Our School

School context

Ringwood Heights Primary School is a community-based school where staff, teachers and parents work together to create a stimulating, supportive and successful learning environment for each student. It is situated on an elevated, undulating site amongst mature eucalyptus and majestic pines, creating an inviting bushland setting. The school's student enrolment is currently 269 students, accommodated in 12 classrooms. Facilities include a multi-purpose room, a full-sized basketball stadium, performing arts space, LOTE facility, modernised Junior classrooms and a large 6 classroom - flexible Art/Library/Technology precinct. Along with these facilities the school provides expansive outdoor play areas for students to be active, passive and creative. The grounds include an oval, asphalted basketball and netball courts, large shade structures and synthetic turf area. The educational opportunities offered at Ringwood Heights Primary School are stimulating and challenging. The individual needs and talents of students are identified and nurtured to support learning as they move through the different stages of development. We commit to understanding each student's needs and provide learning programs that support and enhance their academic and personal growth. Ringwood Heights is a leading school in the development of integrated units of work, inquiry learning and professional action learning teams. Students learning experiences occur within a whole school planning framework called, "RHPS Throughlines" incorporating the Victorian Curriculum. There is a strong emphasis on student voice and action within our units. The school values of Respect, Teamwork, Responsibility, Creativity and Friendship are seen as the core of the school and central to how all community members interact with each other. Community participation is at a high level and there is strong parental involvement in programs across the curriculum. School staff morale is significantly higher than the median of all Victorian government schools.

Framework for Improving Student Outcomes (FISO)

In 2018 teachers focussed on the dimension of Building practice excellence. Teaching teams refined documentation for the whole school Literacy Program ensuring agreed practice was understood and reflected in their planning. A particular focus was to investigate and implement core teaching practices for reading using resources such as the Literacy Toolkit and High Impact Teaching Strategies particularly Feedback, Differentiated Teaching and Setting Goals. A staff member was allocated to the role of the Learning Specialist to ensure teachers were well supported with professional learning and activities such as moderation, assessment and differentiation in planning. Literacy assessment is now routinely implemented and analysed in Professional Learning Teams to ensure the needs of all students are being met. In 2019 we will continue to enhance and deepen the content knowledge and practice of all teachers in Literacy. From P-6 there will be clearly documented planning documents and consistent practice in Literacy teaching with clear links between reading and writing.

Further development in the dimension of Health and Wellbeing was enabled through the analysis of our wellbeing practices, supported by Professional Learning for staff in Positive Education, which was collectively supported by a large number of schools in the Maroondah Network. This allowed us to fine tune and further enhance our strong culture of collective care, wellbeing and support of all community members. In 2019 the Maroondah plus 10 schools will continue to strengthen their work in the area of Positive Education. At Ringwood Heights we will work towards the 'Live it' phase whilst focussing heavily on the development of a community hub, the development of stronger home/school relationships that will positively impact on student learning.

The facility improvements at Ringwood Heights in 2018 have been significant with the addition of 6 new classrooms and an open, flexible 21st century Library/Art/ Technology precinct. With the further improvement of the Prep Play area our entire school grounds are well shaded and conducive to both creative play and classroom learning opportunities.

Achievement

Ringwood Heights Primary School (4911)

Teacher judgements of student achievement across all learning levels remains strong and are similar or higher in comparison to the median of all Victorian government schools. These results reflect the diversity in the use of both formative and summative assessments with student learning strongly evidenced in student portfolios. Open ended, real life tasks which require critical and creative thinking, collaboration and planning are developed for students and delivered through an integrated inquiry model to ensure student voice and interests are central to their learning. Student goal setting, self-assessment and peer feedback also support students to understand and take responsibility for their own learning. In 2018 our students in Year 3 performed above the Victorian School's median in NAPLAN in both reading and numeracy with year 5 students achieving Higher in both Reading and Numeracy on the School Comparison measure. The focus on reading in 2018 has had a positive impact with 44% of students making high gain. In 2019 teachers will continue to strengthen their teaching and learning programs in Literacy, particularly in linking reading and writing utilising High Impact Teaching Strategies and an agreed Instructional model from Prep-6. All students on the Program for Students with a disability showed good progress towards the achievement of their goals.

Engagement

Our student attendance data shows that Ringwood Heights was similar to other schools in 2018 on the school comparison measure. At Ringwood Heights we encourage students and families to value the learning opportunities and experiences that are planned at school as well as being a vital part of our learning community. The student attitude to school survey indicated lower than expected results which we contribute largely to the building project that meant students were accommodated in less than ideal spaces for the duration of 2018 which included revamping the staffroom, sharing the Out of Hours Care room and utilising the LOTE and Performing Arts spaces. All specialist classes including Visual Art were conducted within classrooms. The new modernised buildings including an Art/Library precinct is now operating and students in Years 3-6 will be able to learn in this new flexible space.

The continued development and refinement of Integrated Inquiry Learning Units as well as Specialist and specific programs support students' specific interests and learning needs. The benefits of developing the Learning assets of being Self Managers, Researchers, Collaborators, Thinkers and Communicators are that our students are confident, articulate and value the opportunities to think creatively and make valued contributions. Students are supported to identify, set and review personal and academic goals and put into action the steps required to reach targets. Teachers facilitate time for students to reflect on their learning needs and have established a routine to monitor progress and provide feedback.

Wellbeing

Ringwood Heights Primary School's transition programs are effective in supporting students as they move into, through and beyond the school to secondary school. The Preschool to Prep transition is supported by ongoing relationships with local pre-school and early education settings. Our school offers an extensive Transition program which includes several opportunities to participate in school programs including performing arts, visual arts, science and sport utilizing school facilities. Orientation sessions are offered in November through to December for enrolled students to engage more fully in n classroom programs. At Ringwood Heights Primary School, we aim to develop consistent processes and practices that ensure collective responsibility for preventative measures and ensure student support occurs in a timely and positive way. All students are involved in a buddy or peer support program which aims to build mentor and positive relationships between peers and across ages. Leadership opportunities are available for all students in Year 6 to further promote the development of responsibility, confidence and self –esteem. In 2018 Ringwood Heights joined the Maroondah Plus 10 schools and further developed wellbeing practices supported through the work of Positive Education. In 2019 staff will continue to undertake Professional Learning in Positive Education to further enhance our current wellbeing practices through the 'Live It' phase. Further investigation into the use of our new facilities to support the wellbeing of the families in our community will be undertaken.

Financial performance and position

Ringwood Heights Primary School (4911)

The school ended the year in a sound financial position. Targeted spending in 2018 was directed towards ground improvements which arose due to the modular building project. Our High Yield investment account holds \$53,000 receipted in advance for 2019 compulsory items and a portion of voluntary payments. Funds are being held to be used in the new Library/Art/Technology precinct including furnishing and landscaping areas. Ongoing maintenance of our beautifully treed yard continues to require ongoing funds. We received a \$275,000 grant from the Emergency Maintenance Program which was used to remove a damaged brick wall and open up the landscape of our front entrance.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 282 students were enrolled at this school in 2018, 125 female and 157 male.

6 percent of students had English as an additional language and np 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: High

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	90.5	85.1	78.3	91.6

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	94.3	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	92.5	90.1	82.6	95.3	Similar
Mathematics	95.1	91.1	84.0	96.4	Higher

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	90.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	92.5	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	75.8	64.9	48.8	80.0	Higher
Year 5	Numeracy (latest year)	69.7	55.6	37.0	75.0	Higher

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	80.6	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	76.1	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	68.0	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	61.3	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	25.0	31.3	43.8
Numeracy	25.0	46.9	28.1
Writing	27.3	54.5	18.2
Spelling	30.3	45.5	24.2
Grammar and Punctuation	21.2	51.5	27.3

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.4	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	13.4	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	95	93	95	95	92	91	95

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	65.8	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	72.1	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	67.5	81.2	72.2	90.3	Lower
Percent endorsement (2 year average)	74.2	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$2,037,971
Government Provided DET Grants	\$237,294
Government Grants Commonwealth	\$0
Government Grants State	\$132,890
Revenue Other	\$15,965
Locally Raised Funds	\$197,632
Total Operating Revenue	\$2,621,752

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,958
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,958

Expenditure	Actual
Student Resource Package ²	\$1,932,017
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$7,020
Consumables	\$42,365
Miscellaneous Expense ³	\$111,591
Professional Development	\$18,442
Property and Equipment Services	\$215,233
Salaries & Allowances ⁴	\$89,392
Trading & Fundraising	\$39,568
Travel & Subsistence	\$2,150
Utilities	\$35,025
Total Operating Expenditure	\$2,492,803
Net Operating Surplus/-Deficit	\$128,949
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$266,111
Official Account	\$5,255
Other Accounts	\$120,795
Total Funds Available	\$392,161

Financial Commitments	Actual
Operating Reserve	\$78,704
Other Recurrent Expenditure	\$5,400
Provision Accounts	\$2,836
Funds Received in Advance	\$53,294
School Based Programs	\$227,359
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$42,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$409,593

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 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').