

2021 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 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 April 2022 at 01:42 PM by Kim Bride (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 13 April 2022 at 04:19 PM by Rebecca Evans (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

Ringwood Heights Primary School is located in the City of Maroondah, 23 kilometres east of Melbourne's Central Business District. The school was founded in 1965.

The student enrolment in 2021 was 268 students with a Family Occupation Education (SFOE) index was 0.1639. The staffing profile included a Principal, 1.4 full time equivalent (FTE) Assistant Principals, one Learning Specialist, 14 EFT teaching staff and 4 EFT Education Support staff.

The school's F-10 curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum. Our current LOTE program is AUSLAN.

Ringwood Heights is a student centered school, which intentionally aligns practice with three key purposes:

- To continue to promote an ethos where parents, students and teachers collaborate to provide a dynamic learning environment, which challenges and engages all learners in an atmosphere of mutual respect, tolerance and creativity.
- To focus on student learning opportunities in an environment that is rapidly changing in response to complex local and global conditions.
- To develop learners with knowledge, skills, values, self-esteem and attributes that ensures personal fulfilment, lifelong learning and active citizenship.

We believe that a successful, lifelong learner;

Can problem solve, is creative, shows initiative and takes risks, is flexible, adaptable and open minded, can work effectively in a team, is resilient, can communicate effectively in a variety of ways, thinks reflectively and metacognitively, can think critically, understands the diversity in the way they learn, accepts some responsibility for learning, is systematic and organised, is intelligent in a range of ways, is digitally literate, is able to research : locate, gather, critique and communicate information, thinks ethically, has understanding of self, others and the physical world, is emotionally literate and responsive.

Teaching staff, therefore acknowledge value and nurture these skills and qualities within our students through the provision of an Integrated Inquiry approach to teaching and learning.

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 their learning as they move through different stages of development. We commit to understanding each students' needs and provide learning programs that support and enhance their academic and personal needs.

There is an emphasis on literacy, numeracy and thinking skills across the curriculum, so that we develop critical, creative and reflective thinkers. We endeavour to make learning engaging and relevant and encourage a curiosity and thirst for knowledge in our students. A comprehensive range of specialist and enrichment opportunities enables students to discover their areas of interests and expertise.

Parents are encouraged to be involved in their child's learning as the school has a shared belief that education is a partnership between all members of the community. Parents feel strong ownership of the school and are very involved in supporting school initiatives.

The school's motto "Little Kids Thinking Big" reflects our core values of Creativity, Respect, Friendship, Responsibility and Teamwork.

Our school purpose is;

To develop students who are literate and numerate and driven to achieve.

To develop healthy, connected and resilient students.

To create empowered learners who are actively engaged in, and connected to their learning.

Framework for Improving Student Outcomes (FISO)

2021 was the first full year in implementing the current SSP. Whilst interrupted with the need to be flexible and adapt to the needs of families due to COVID lockdowns, we were able to make good progress towards identifying the Key Improvement Strategies of the School Strategic Plan and begin planning. Our Professional Learning Plan included a focus on the priority areas of; Numeracy, Student Voice and Agency and Wellbeing.

Our 3 main Actions were;

1. To build teacher capacity to deliver targeted student support in literacy and numeracy.

At school and remotely, teachers planned for student feedback through conferences, google forms, exit tickets, inquiry reflections, work samples and oral presentations. Students were given multiple options to receive support whilst learning from home and included small groups and

1-1 learning or social activities. Each WebEx was delivered to a whole grade with an identified small group kept at the end for a 15 minute wellbeing check in and/or learning support.

The teachers' worked in collegiate teams to focus on the triangulation of data and moderation to support teacher judgements. Teachers regularly tracked student growth and worked with Tutors to support those students requiring individual support.

2. To refine whole school approaches to wellbeing and consider actions at the leadership, teacher and student level.

We continued to work within the Maroondah Positive Education Network and utilised resources to engage our students in a variety of wellbeing programs and activities. Positive Education was a core element of all weekly and daily activities during remote learning. At school, peer

support, buddies and social/friendship skills were purposefully taught alongside programs such as the Zones of Regulation, UR Strong and Respectful Relationships. In 2022 extensive opportunities to support wellbeing will be planned and will include lunch time club activities to

further engage students. The need to liaise with and receive specific Allied Health Support is managed by the leadership team and the Tier 2 Disability Funding in 2022 will support the school in providing assistance to those student requiring additional adjustments.

3. To strengthen and embed the school-wide approach to communication and engagement with parents, incorporating the new ways in which the school connected during remote learning

Student/staff/parent/carers interviews, attendance at information evenings and wellbeing chats were organised and held remotely on XUNO. Some were whole school formalised opportunities, whilst others were provided in response to families and individual students as the needs

arose. XUNO is used extensively to communicate news, events and urgent notifications. It is the platform used by parents to alert the school of absences. Teachers are beginning to use this for individual students to build their learning profiles and teachers will continue to develop this

as a database. The Learning from Home Website was key in supporting students during remote learning and all schedules, links and resources were found here. This website has been updated for 2022 and is currently supporting families who are isolating at home.

Achievement

Teacher judgements of student achievement across all learning levels remains strong and are higher in comparison to the median of all Victorian government schools. In English 92.4% of students are at or above expected standards according to teacher judgements as are 95.2% of students in Mathematics.

NAPLAN results for students in year 3 Reading and Numeracy were well above both Similar Schools and State Average with 90% of students in the top three bands for Reading and 85% for Numeracy. Year 5 results for the latest year in both Reading and Numeracy were lower when compared but above State in the 4 year average. Learning gain

was the same or higher than similar schools in Reading, Numeracy and Grammar and punctuation whilst Writing (55% Medium to High Gain) and Spelling (82% Medium to High Gain) were lower for this cohort.

During remote learning, teachers continued to modify yearly overviews, scope and sequence and term overviews to ensure key areas were still covered. Inquiry Units were developed to ensure students could participate successfully online and key areas of literacy and numeracy were attended to. All learning schedules, resources and support materials were uploaded to the Learning From Home Site and posted on XUNO every Friday afternoon. During Remote Learning attention was given to small group learning in which feedback could be given. Google forms were used for student reflection and weekly 'opt in' sessions created for Q&A and help for students who needed it. In Term 4 teachers were able to assess and collect data regarding student achievement in both Literacy and Numeracy. The TLI program was also significantly funded by the school to support students in Literacy and Numeracy across the school.

The 2022 State Priorities Goal recognises that some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing. We will teach and support each student at their point of need and in line with FISO. The identified school priority will be to create empowered learners who are actively engaged in, and connected to their learning.

The Key Improvement Strategies are;

1. Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
2. Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
3. Develop rich, relevant and engaging learning that stimulates and challenges all students

Engagement

During remote learning, most families supported their students to fully engage in their learning. Some families found this an extraordinarily difficult time for a variety of reasons. A large percentage of students logged on to their WebEx meetings daily and completed activities that were set by accessing the Learning from Home site. Those students, or families that were absent or disengaged were contacted by teachers to offer support. Support ranged from small group conferences to 1 on 1 welfare checks. Some counselling and welfare chats successfully reengaged some students.

XUNO was utilized to communicate Department advice, learning schedules and important information. All teachers created and communicated an email address so that parents (and students) could communicate throughout the period. The school purchased a site licence for Story Box Library as we did the previous year to support reading.

The school Facebook page and the Newsfeed on the Learning from Home site, were regularly updated to showcase work submitted by students, including visual art activities, PE achievements, performance and collaborative whole class thinking and learning.

Some of the opportunities that were offered to engage students online included; 100 days of Prep dress up day, LT4 presentation skills and Footy Fun Day. We were fortunate to have been able to deliver 2 camps one for our year 5/6 students and another in the last week of school for our Year 3/4 students off site. Various whole school sporting events were also able to be held including cross country and senior school athletics. Graduation proceeded as it did in 2020 with restricted numbers and modified activities.

Transition was completed onsite for students and they were able to participate in some specialist activities preparing them well for the start of school.

The average number of absence days for 2021 was 10.4 and reflects an excellent engagement result compared to both similar schools and the state.

Students who record high absences are contacted regularly and support is offered to families where appropriate.

Wellbeing

The highest priority was given to supporting all families in the transition to and from at home learning and school.

We provided on site learning for students at risk and the children of essential workers. This was facilitated by available staff and school leadership.

One of our Assistant Principals was the key wellbeing contact, targeting and supporting families identified as needing extra support, or liaising with staff and external counsellors as the need arose.

The Positive Education wellbeing program was intentionally focused on and planned for by the committee and teaching teams throughout the duration of remote learning. The Arts and PE curriculum was provided and specialist teachers joined WebEx meetings to support class teachers and students to engage in these programs.

Attitudes to School Survey was completed by students in years 4-6. The percentage endorsement for sense of Connectedness was 81.6% which is well above both similar schools and State averages. The Management of Bullying was also endorsed by 79.1% which is also above both comparable measures.

In 2022 our focus is on ensuring students reconnect with their peers and school. Extensive opportunities will be given to work with peers through the Peer Support program, buddies and in extracurricular activities in the form of ' lunchtime clubs' . A focus on reestablishing routines and expectations will form the planning for Inquiry at the beginning of the year.

Finance performance and position

The school ended the year in a sound financial position. Targeted spending in 2021 was directed towards ground improvements which included the planning and completion of a synthetic grass surface in the central area of the school and the purchase of 70 Chrome books which utilised the grant through the, 'Bridging the Digital Divide' to support a large school contribution. A new server was also purchased to strengthen the IT infrastructure. Our school continues to require ongoing maintenance particularly the school grounds and we employ regular contractors to keep the gardens safe. Our beautifully treed environment requires the constant cleaning of gutters and drains and the trees are audited and regularly trimmed and checked for safety.

In 2022 we will have a shade sail structure installed over the synthetic grass area to increase the capacity of our outdoor learning spaces, this will be financed through the State Shade Sail grant of \$25000 and topped up with school funds. The Library and updated STEAM resources will also be financed to replace old stock or increase resource options for students. The implementation of lunch time clubs and the investment in the health and wellbeing of students will require targeted spending.

For more detailed information regarding our school please visit our website at
<https://www.ringwoodheights.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 268 students were enrolled at this school in 2021, 133 female and 135 male.

9 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

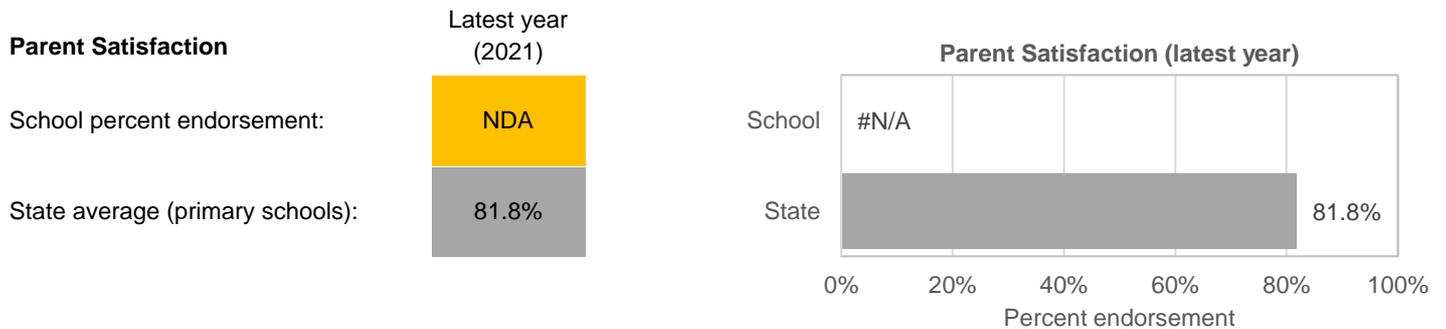
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

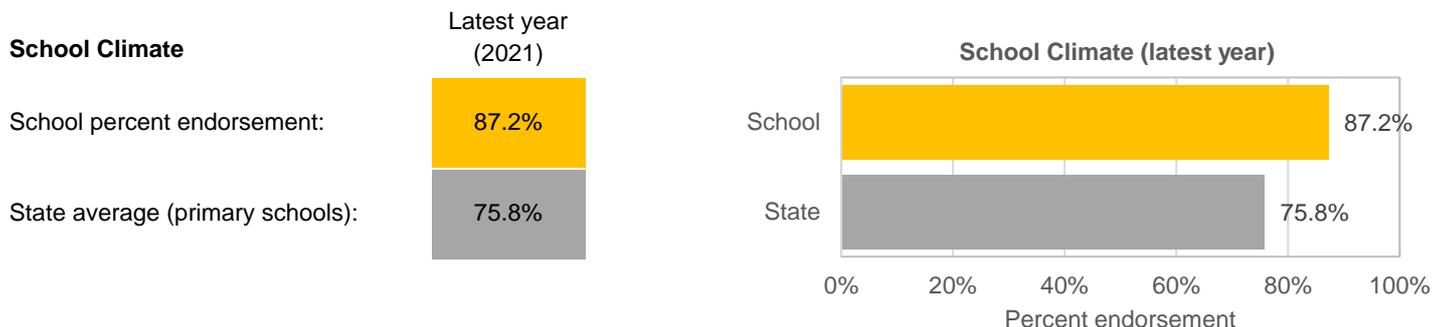


School Staff Survey

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:

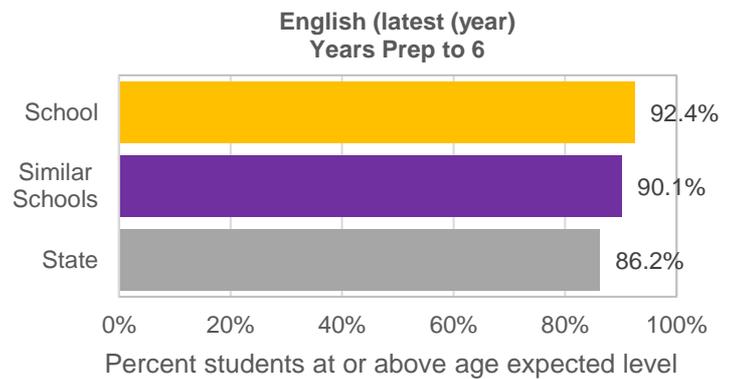
92.4%

Similar Schools average:

90.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

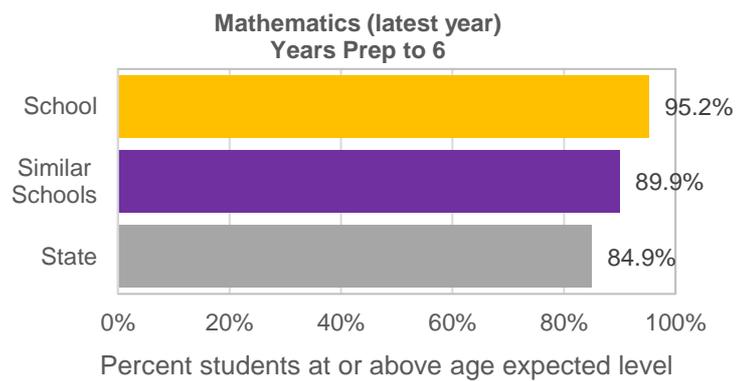
95.2%

Similar Schools average:

89.9%

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.

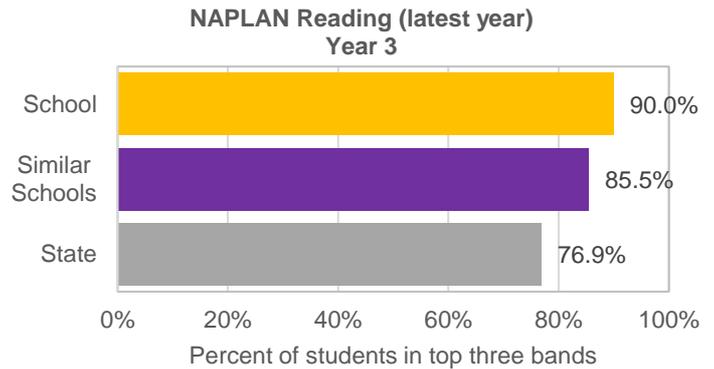
NAPLAN

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.

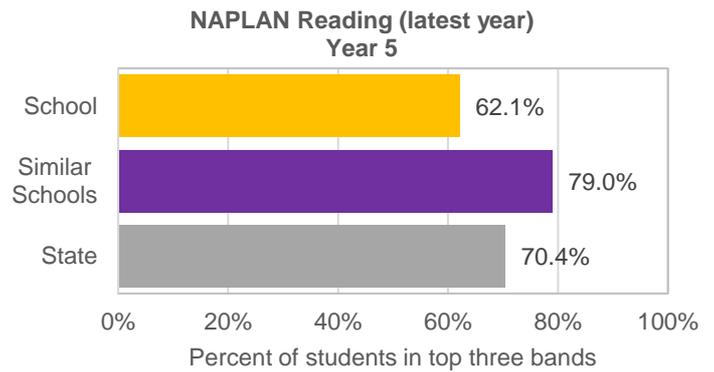
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.0%	86.6%
Similar Schools average:	85.5%	84.4%
State average:	76.9%	76.5%



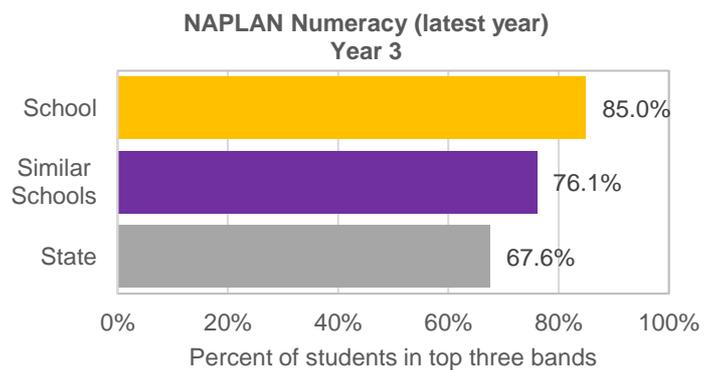
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.1%	70.3%
Similar Schools average:	79.0%	76.4%
State average:	70.4%	67.7%



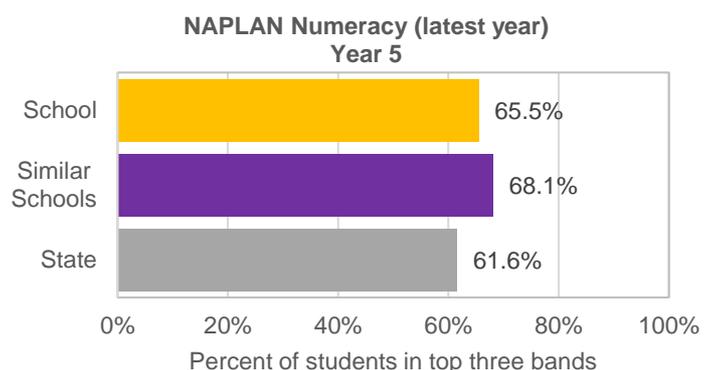
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.0%	84.8%
Similar Schools average:	76.1%	77.9%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.5%	66.7%
Similar Schools average:	68.1%	67.5%
State average:	61.6%	60.0%



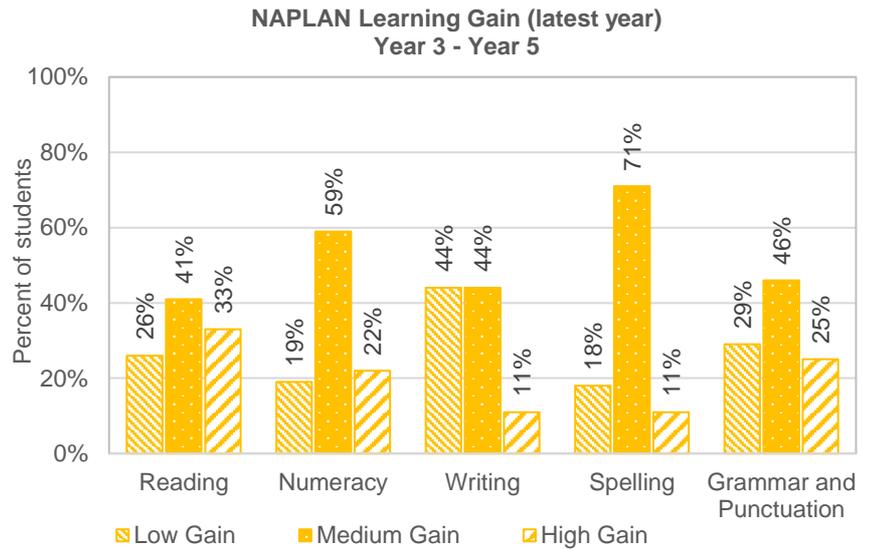
ACHIEVEMENT (continued)

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%	41%	33%	26%
Numeracy:	19%	59%	22%	21%
Writing:	44%	44%	11%	24%
Spelling:	18%	71%	11%	23%
Grammar and Punctuation:	29%	46%	25%	25%



ENGAGEMENT

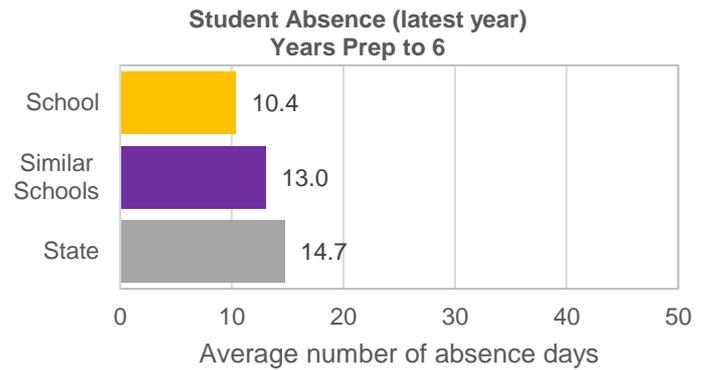
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.4	10.8
Similar Schools average:	13.0	13.7
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):	93%	95%	95%	96%	94%	96%	95%

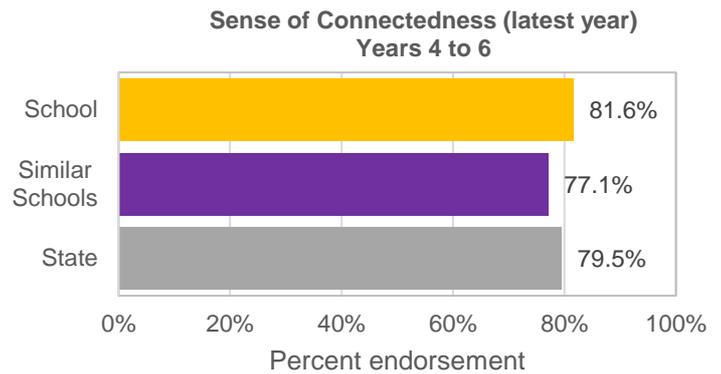
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.6%	76.5%
Similar Schools average:	77.1%	78.1%
State average:	79.5%	80.4%

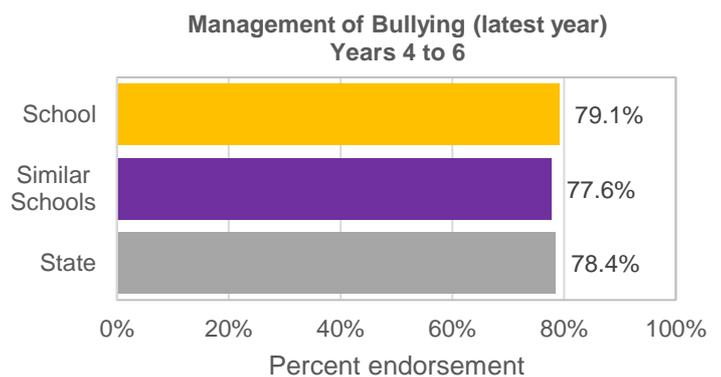


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	79.1%	78.1%
Similar Schools average:	77.6%	79.1%
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	\$2,259,341
Government Provided DET Grants	\$280,123
Government Grants Commonwealth	\$0
Government Grants State	\$5,000
Revenue Other	\$10,454
Locally Raised Funds	\$174,556
Capital Grants	\$0
Total Operating Revenue	\$2,729,473

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,311
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,311

Expenditure	Actual
Student Resource Package ²	\$2,203,655
Adjustments	\$0
Books & Publications	\$2,558
Camps/Excursions/Activities	\$81,022
Communication Costs	\$6,510
Consumables	\$37,992
Miscellaneous Expense ³	\$11,798
Professional Development	\$9,604
Equipment/Maintenance/Hire	\$63,437
Property Services	\$134,135
Salaries & Allowances ⁴	\$71,331
Support Services	\$0
Trading & Fundraising	\$18,953
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,534
Total Operating Expenditure	\$2,667,527
Net Operating Surplus/-Deficit	\$61,946
Asset Acquisitions	\$6,573

- (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	\$321,367
Official Account	\$1,404
Other Accounts	\$18,230
Total Funds Available	\$341,001

Financial Commitments	Actual
Operating Reserve	\$55,648
Other Recurrent Expenditure	\$3,865
Provision Accounts	\$2,836
Funds Received in Advance	\$0
School Based Programs	\$239,485
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	\$68,100
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$66,280
Total Financial Commitments	\$436,214

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.