

2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 28 March 2024 at 11:26 AM by Kim Bride (Principal)

- This 2023 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 03 April 2024 at 04:18 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 2023 was 241 students with a Family Occupation Education (SFOE) in the Low band. The staffing profile included a principal, 1.4 part time equivalent (FTE) assistant principals, one learning specialist, 11.5 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-centred 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 successful, lifelong learners can problem solve, are creative, show initiative, take risks, and are flexible, adaptable and open minded. They can work effectively in a team, are resilient, can communicate effectively in a variety of ways, and they think reflectively and metacognitively. They can think critically, understand the diversity in the ways in which they learn, accept some responsibility for learning and are systematic, organised and intelligent in a range of ways. Successful learners are also digitally literate and are able to research by locating, gathering, critiquing and communicating information. They think ethically, have an understanding of self, others and the physical world, and are 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.

There is an emphasis on literacy, numeracy and thinking skills across the curriculum for the development of 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.

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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 we continued to focus on team planning following the Integrated Inquiry model.

Our Professional Learning Communities predominately focussed on Numeracy to support their students. There was an emphasis on Literacy as required, particularly in the Junior School.

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 91.7% of students are at or above expected standards according to teacher judgements as are 92% of students in Mathematics.

NAPLAN results for students in year 3 Reading and Numeracy were well above State Average with 86.1% of students in the Strong or Exceeding proficiency level for Reading and 77.8% for Numeracy. Year 5 results for the latest year in Reading is well above State and Similar schools at 89.7%. Numeracy is also above State at 71.8%.

Overall, the school performs strongest in Reading and whilst not quite performing the same as Similar Schools in Numeracy is showing an improved trajectory and very minimal % difference.

In 2024 we will continue to focus on student learning - particularly numeracy, refining and embedding established practices to enhance agency and improve differentiation.

The outcomes we are planning for include;

Leaders supporting Professional Learning Teams to meet and engage in continued reflective practice, including peer observation. Leaders to provide opportunities to evaluate and share numeracy practices and implement and monitor changes or adjustments that are required.

Teachers will become familiar with the Victorian Curriculum 2.0 in both Literacy and Numeracy and begin to plan and design learning sequences to cater for all learners. They will be supported to reflect upon and evaluate their practice within PLC's. Students will explore and demonstrate mathematical proficiencies and 'learning assets', develop curiosity and be engaged during numeracy lessons and understand the structure and routines of numeracy workshops.

Wellbeing

The students returned to school in 2023 looking forward to the school year.

The regular calendar of events including picnics, camps, excursions, and sporting activities were all able to take place. Our staffing was stable and we were able to facilitate all specialist programs and could run a dedicated Tutor Learning Program free of interruptions.

We continued to plan and implement our Learning to Learn units at the beginning of the year which focussed on building relationships, revisiting school values, learning assets, classroom and playground rules and expectations (including cyber safety). Students were supported to participate in extracurricular activities – such as lunch time clubs, breakfast club, buddies, and student leadership positions and responsibilities. The need to liaise with and receive specific Allied Health Support was managed by the leadership team and the Tier 2 Disability Funding in 2023 supported the school in providing assistance to those students requiring additional adjustments. Two tier 3 students were successfully identified and now funded.

The Community Liaison Committee was active in connecting parents and community through various opportunities including open afternoons, whole school picnic and regular (once a month) coffee and chat events.

The student Attitudes to School Survey was completed by students in years 4-6. The percentage endorsement for sense of Connectedness was 76.9% which is above similar schools and on an improving trajectory (slightly up from 2022). The Management of Bullying was 69.2% which is a little lower than we would expect but on par with similar schools.

In 2023 we introduced senior students to a 'wellbeing check in tool' that supports them in letting teachers know how they are feeling confidentially, (especially in the yard) and we will continue to offer this support in 2024.

Leaders will coordinate tiered response interventions based upon cohort needs whilst teachers will model, establish, implement and maintain positive and orderly learning cultures and environments. Through this, students will be able to maintain positive interactions with each other to contribute to their learning community. We will continue to work within the Maroondah Positive Education Network and utilise resources to engage our students in a variety of wellbeing programs and activities. The wellbeing practices of Respectful Relationships, UR Strong and the Zones of Regulation will also continue to assist in creating a respectful and safe environment for all.

Engagement

In 2023 opportunities were provided by leaders to clarify our moral purpose (the "why"), and focused the attention of teachers towards areas of priority, gathered evidence of impact, encouraged/supported action and innovation of practice. The teachers engaged in opportunities to unpack the RHPS instructional model and understand how literacy and numeracy is embedded in it; including tools/strategies/processes and promoted metacognition, the "learning assets (skills and dispositions)" of being a thinker, communicator, collaborator, self-manager, researcher and contributor, whilst continuing to develop a culture of collective responsibility for all students.

The students have begun to articulate their strengths as a learner, what and how they are learning and their goals in literacy and numeracy. As this work continues in 2024 we will also harness the work of Dr Amy Berry and the feedback gained from the research project we undertook with students to examine their perspectives on engaging in learning at school.

Professional Learning activities will continue to be scheduled and include moderation, peer observation and feedback. Our attendance rate by year level is at 91% or above with an average number of absence days at 15.9 which reflects an excellent engagement result compared to both similar schools and the state. Our absence codes suggest extended family holidays as the main reasons for absences.

In 2024 leaders will continue to encourage innovation and teacher-led inquiries into best practice using contemporary research and feedback from research projects, facilitate intentional and critical reflection within and across PLCs to determine next steps and teachers will develop their knowledge of the curriculum in order to design meaningful and authentic experiences and sequences for all learners, collaborating to improve personalised inquiry.

Other highlights from the school year

In 2023 we had the central area of the playground finalised with the new shade sail structure finally erected and new synthetic grass installed in and around this area to complete a large outdoor learning space and passive play area.

2023 was also an 'Artist in Schools' year and we were once again successful in obtaining a grant from Creative Victoria to support our project; 'Metamorphosis'. Students in Foundation and Learning Team 2 looked at animals in the environment and how they survive and thrive and they worked with a ceramic artist, to create creatures from clay which were painted and fired in our kiln. They also worked in the Art Studio to design papier mâché nests and habitats.

Learning Team 3 students looked at the metamorphosis of land and how it changes over time. These students worked with a sound designer and composer to develop soundscapes using bought and created musical instruments.

Learning Team 4 students researched 'How and why do we adapt?' They inquired into their own personal metamorphoses through drama, movement and performance. The students worked with the Artistic Director from the Black Hole Theatre Company in conjunction with Creative Victoria. They wrote, designed and performed for the community on an open night where students across all levels were able to view and share their creative ideas with one another.

Financial performance

The school ended the year in a sound financial position. Targeted spending in 2023 was directed towards ground improvements which included a planned shade sail structure installed over the synthetic grass area to increase the capacity of our outdoor learning spaces. Other significant spending was completed on additional synthetic grass to complete this central garden project. The large shade sail structure over the basketball court needed to be taken down as it had failed and could not be repaired. School council decided to quote on rejuvenating this to 'make new' including pole engineering, painting, new cabling system and an upgraded UV fabric. In 2023 a change to OSHC services occurred with proposals sought from Out of Hours School Care (OHSC Club) and Camp Australia. Camp Australia was accepted by council as the new provider with a 2 year lease. In 2024 we will continue to target spending on ground improvements including post padding and painting and refitting our junior classrooms with collaborative and STEM inspired furniture. School Council have continued to plan for the upgrading of the junior toilets which continues to be a high need.

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 2.0 (FISO 2.0).

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 241 students were enrolled at this school in 2023, 124 female and 117 male.

8 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).

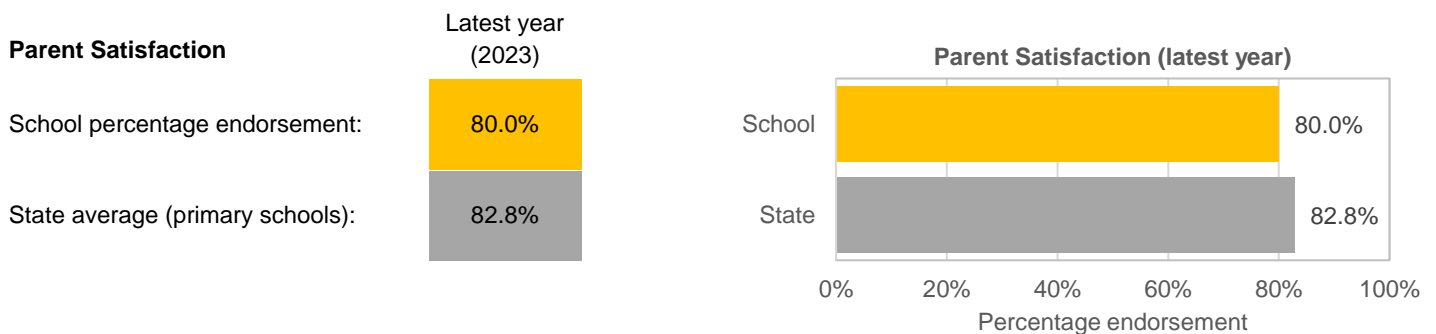
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

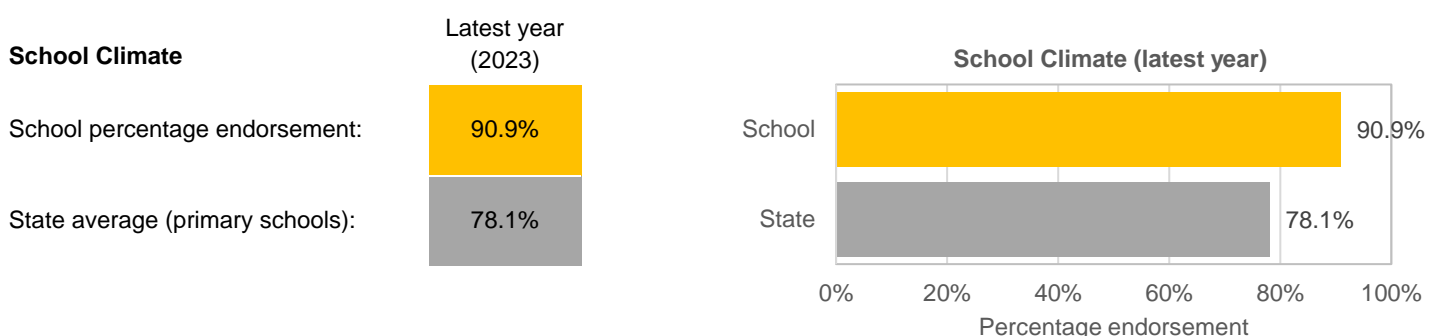


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

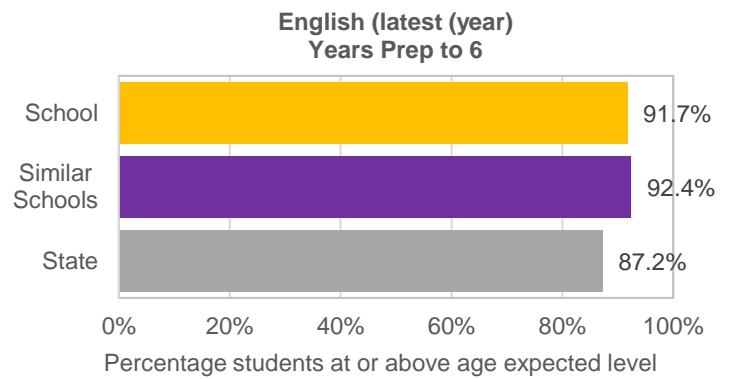
91.7%

Similar Schools average:

92.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

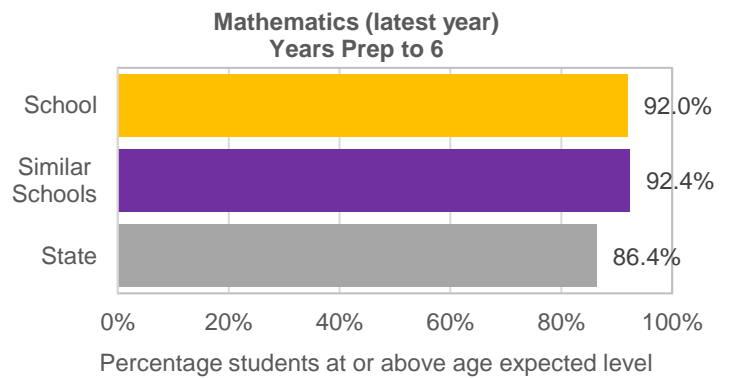
92.0%

Similar Schools average:

92.4%

State average:

86.4%



LEARNING (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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.1%

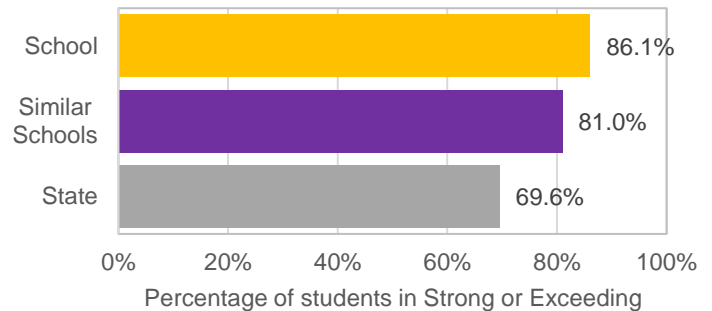
Similar Schools average:

81.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

89.7%

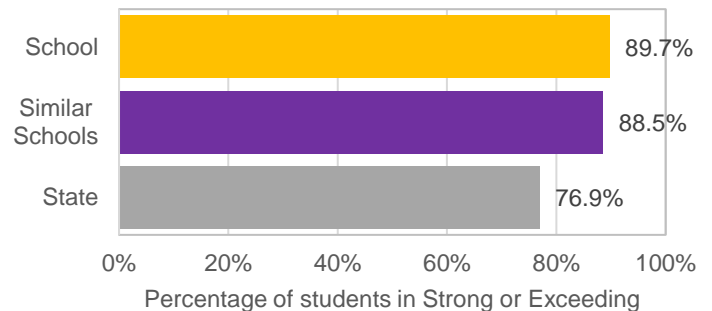
Similar Schools average:

88.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.8%

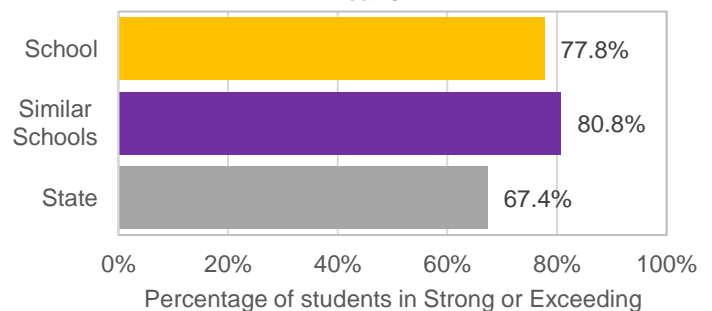
Similar Schools average:

80.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.8%

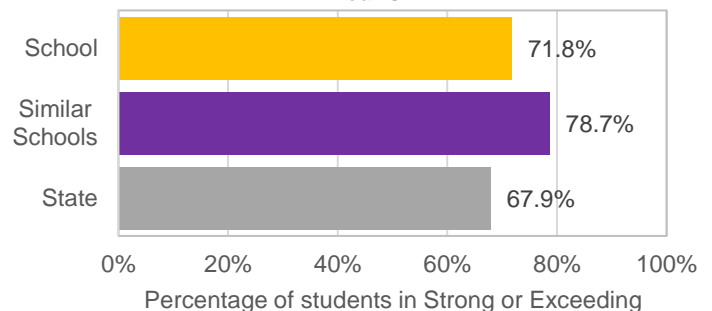
Similar Schools average:

78.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

79.3%

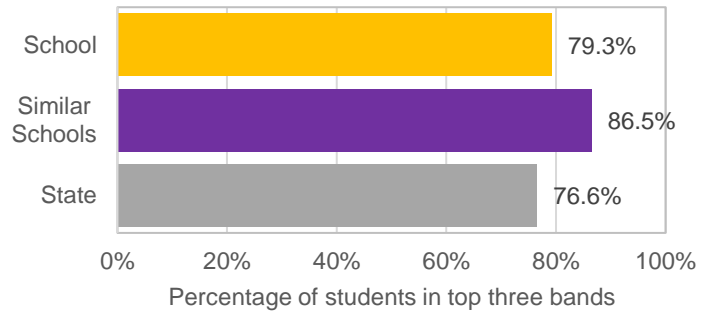
Similar Schools average:

86.5%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

87.9%

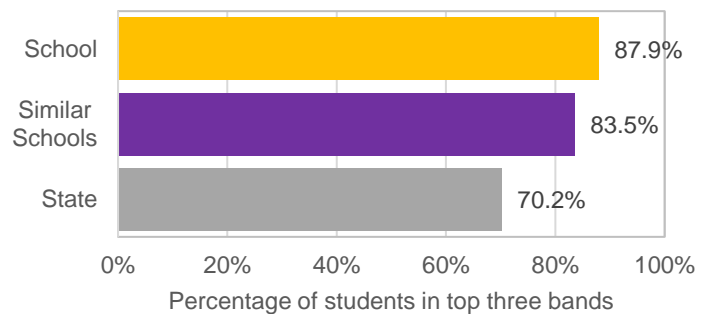
Similar Schools average:

83.5%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

70.0%

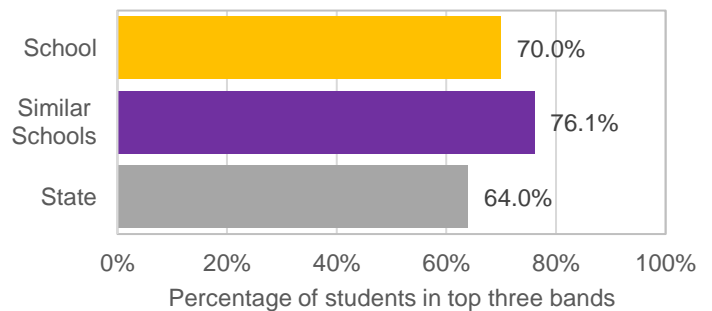
Similar Schools average:

76.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

55.6%

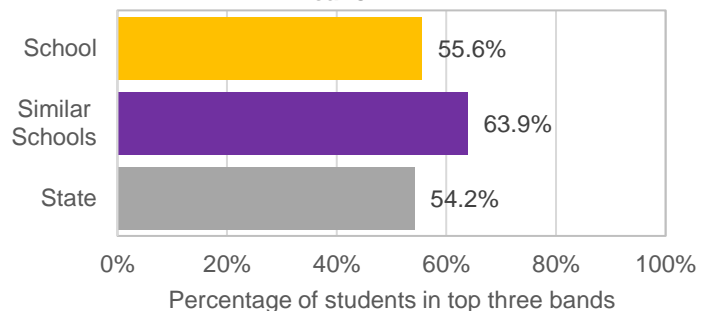
Similar Schools average:

63.9%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

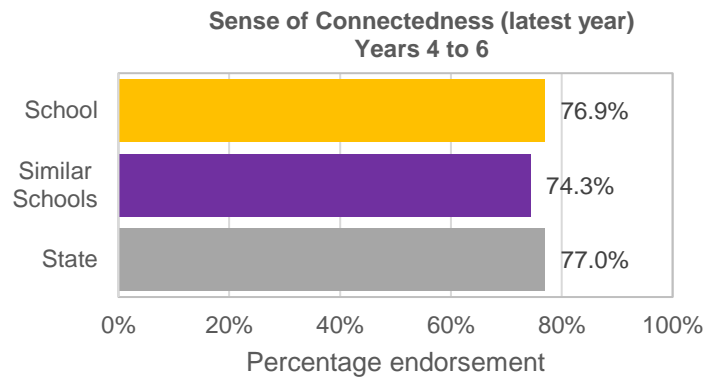
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	76.9%	78.0%
Similar Schools average:	74.3%	75.8%
State average:	77.0%	78.5%

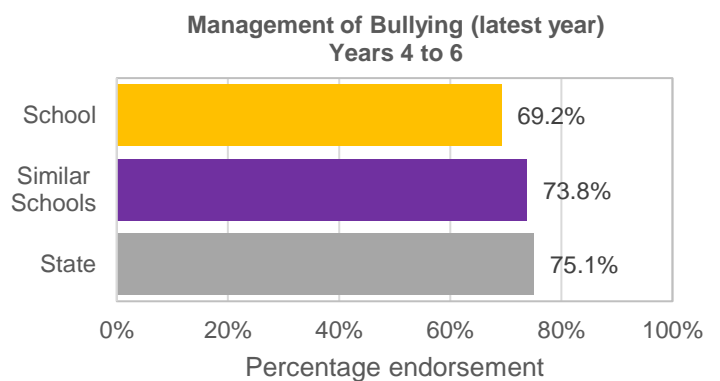


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	69.2%	74.0%
Similar Schools average:	73.8%	75.4%
State average:	75.1%	76.9%



ENGAGEMENT

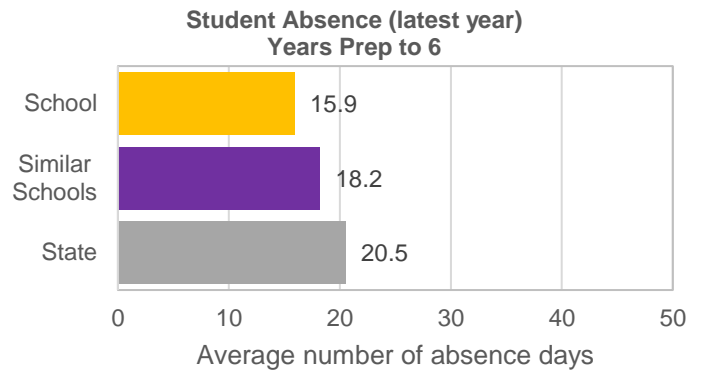
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	15.9	12.2
Similar Schools average:	18.2	15.3
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	94%	92%	92%	91%	92%	93%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,319,600
Government Provided DET Grants	\$317,050
Government Grants Commonwealth	\$1,485
Government Grants State	\$3,200
Revenue Other	\$56,758
Locally Raised Funds	\$241,741
Capital Grants	\$5,000
Total Operating Revenue	\$2,944,835

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,005
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,005

Expenditure	Actual
Student Resource Package ²	\$2,322,051
Adjustments	\$0
Books & Publications	\$3,775
Camps/Excursions/Activities	\$106,782
Communication Costs	\$4,552
Consumables	\$34,813
Miscellaneous Expense ³	\$11,680
Professional Development	\$18,569
Equipment/Maintenance/Hire	\$60,380
Property Services	\$79,433
Salaries & Allowances ⁴	\$106,194
Support Services	\$10,800
Trading & Fundraising	\$32,819
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,213
Total Operating Expenditure	\$2,827,061
Net Operating Surplus/-Deficit	\$112,773
Asset Acquisitions	\$86,526

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$435,212
Official Account	\$21,155
Other Accounts	\$18,230
Total Funds Available	\$474,597

Financial Commitments	Actual
Operating Reserve	\$74,028
Other Recurrent Expenditure	\$0
Provision Accounts	\$2,836
Funds Received in Advance	\$21,028
School Based Programs	\$91,326
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$12,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$84,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$39,475
Total Financial Commitments	\$475,193

All funds received from the Department of Education, 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.