

# 2020 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](http://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 2020 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 15 March 2021 at 03:19 PM by Kim Bride (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 April 2021 at 11:22 AM by Shaun Steinfort (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section 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.

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## 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).  
*Note: NAPLAN tests were not conducted in 2020*

### 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).

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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.

Ringwood Heights Primary School 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.

The school’s learning spaces provide a combination of both traditional and open-plan design. Apart from Prep, the classrooms are grouped and positioned in multi-aged levels to promote team learning, flexible groupings and a collaborative learning environment.

The school provides additional learning spaces including the open Library and Visual Arts hub, STEAM, Performing Arts and a full size gymnasium, which caters for Physical Education and a range of whole school events and activities.

The grounds provide a variety of active and passive play areas including an oval, hard court areas covered by shade, adventure play equipment and a nature sanctuary established in native bushland.

The student enrolment in 2020 was 280 students and this number has been consistent for many years. The school 2020 Student Family Occupation Education (SFOE) index was 0.2202 and the staffing profile includes a Principal, 1.4 full time equivalent (FTE) Assistant Principals, one Learning Specialist, 9.5 FTE teaching staff and 3.8 FTE 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.

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. 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 2020 teachers focussed on the dimension of Building Practice Excellence. Teachers began investigations into their current practice in the teaching and learning of numeracy. With the interruption of COVID this work took a tangent and teachers worked at adapting planners to meet the needs of all students as they grappled with teaching and learning remotely. Manageable, open-ended, differentiated learning tasks were provided so that all students were supported to experience success. Two teachers successfully undertook their VIT and their projects both focused on how they could engage students in numeracy during remote learning. These inquiries were shared during staff PL sessions and all staff were beneficiaries of this work.

A staff member was allocated to the role of the Learning Specialist - Numeracy, to ensure teachers were well supported with professional learning and activities such as moderation, assessment and differentiation in planning which was conducted online.

Our whole school approach to inquiry was fostered as staff continued to frame learning through an inquiry mindset so that student’s curiosity and engagement was supported whilst learning from home.

The dimension of Health and Wellbeing was prioritized to ensure support for staff, students and their families experiencing difficulties was offered. KIS 2, “Embed the Communities of Practice in Positive Education to further

strengthen the social and emotional well being of students and staff leading to Flourishing”, linked directly and all teams continued to work collaboratively and collectively as Junior/Senior school and in learning teams to support each other and monitor wellbeing.

Our Learning from home site provided families with Positive Education resources and activities and teachers planned purposefully for students to support their mental health and connectedness to each other and the school community.

Throughout the year staff PL included a collaborative analysis of each FISO dimension which was included in the school’s PRSE. The School Review was completed in Term 4 and four significant highlights over the course of the past 4 years included;

1. Development and refinement of a shared and consistent Instructional approach to learning and teaching Strategically planned PL for all staff ensured that we built the capacity of teachers to plan, assess and implement an effective Literacy curriculum within our whole school approach to Integrated Inquiry. A whole school instructional approach was defined for Literacy and consistent planning documents were developed

2. Facility and grounds major developments which have supported the delivery of a consistent pedagogical approach and strengthened the pride our community has of our school

In 2017/2018 a new Modular building was planned as a result of the asbestos removal program. This was a major upgrade to facilities including 6 flexible classroom spaces and an art/library open learning space. Teachers have strengthened their collaboration in planning, teaching and assessment and are now able to collectively work with cohorts of students not just those assigned to their class group. Innovative ways of working together as a team has started to emerge. The library resource centre has become the learning hub and all teachers who attend library sessions co teach with the teacher librarian (0.4) whose expertise in Literacy is highly valued.

3. Wellbeing approaches have been strengthened and supported through the schools involvement in the Positive Education Network and the commitment to embedding the school values and learning assets

Ringwood Heights Primary school has been a member of the Positive Education Network which began as the Maroondah plus ten schools and has continued to evolve. The school values and learning assets are integral and continue to support the work of teachers and the wellbeing of students. Using a 'Split Screen' approach students are tuned in regularly to their learning intentions understanding which Learning Asset they are developing and using at any given time. The school values are part of everything we do and believe and are always at the forefront when we speak to students about expectations that we have about behaviour or learning and when we acknowledge effort or achievements.

4. Strengthened student and community voice and agency which has impacted on curriculum provision and engagement opportunities

Due to the new building and the flexibility of this space many opportunities have arisen to support a strengthened student and community voice. Through iTime ( or personal inquiries) senior students have been able to engage with technology and library resources and shared teacher expertise to develop research and inquiry questions that have given them greater agency and voice.

The new building as a community hub is yet to become fully utilised but it is beginning to show its full potential. It has been used for parent information evenings, staff meetings and powerfully as an 'ART EXHIBITION' and community event that supported the 2019 Artist in Schools, 'Ephemeral Art project'

The School Strategic Plan for the period 2021-2024 will focus on achieving the following goals;

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

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

To develop healthy, connected and resilient students.

## 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 91.3% of students are at or above expected standards according to teacher judgements as are 93.8% of students in Mathematics. NAPLAN was not administered in 2020 due to the pandemic.

During remote learning, teachers modified 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 Flexischools every Friday afternoon. During Remote Learning 2.0 further attention was given to small group learning in which feedback could be given. Google forms were introduced 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. This data will inform adjustments to planning in 2021 and will inform the allocation of resources – especially for those children who may not have made the expected growth and are deemed eligible for the TLI program.

To support and enrich students so that they are connected, stretched and healthy in 2021 the key actions will be to:

1. Build teacher capacity to deliver targeted student support in literacy and numeracy
2. Refine the whole school approach to wellbeing and to consider actions at the leadership, teacher and student level
3. 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

## 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. Families requiring devices were supported with either a chrome book (Years 3-6) or an iPad (P-2).

Flexibuzz (renamed Flexischools during remote) 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, Mathletics and Reading Eggs to complement class programs and to offer another option for families.

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 included; 100 days of Prep dress up day, Museum of me – virtual museum created by LT2 students, Nyirripi School – partnership with LT3 students, LT4 debating, Ask an MP video conference, Virtual school athletics events and Footy Fun Day.

Students returned to school in Term 4 eagerly and participated in classroom programs and reconnected with their peers. A night activity was conducted (camp style) for LT4 students who had missed out on camp and graduation went ahead with adjustments made for 'outdoor eating' and reduced adults on site. It was a highly successful event and families and students were pleased to have been able to celebrate the milestone.

Prep transition was able to be completed, beginning with two WebEx sessions, one with small groups and the final meet the teacher in class groups.

The average number of absence days for 2020 is 7.1 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 at home learning. A system of welfare contacts was set up across the school to provide support to families and students. Each staff member was allocated a group of families to be the key welfare person for, and families were offered weekly check-ins via a phone call. 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.

The Professional Learning undertaken by staff and shared included : eSafety Commissioner Professional Learning program for teachers – Online risks and protective factors, WebEx and Google suite applications and resources, Responding to Disclosures of family violence, Respectful Relationships training, Anaphylaxis, UR strong, teacher wellbeing – Maroondah Network, High Ability Performance Leader training, Flourishing families – 5 virtual sessions offered to all families.

Attitudes to School Survey was not completed in 2020.

### **Financial performance and position**

The school ended the year in a sound financial position. Targeted spending in 2020 was directed towards ground improvements- access gate at Felix Crescent, directional signage, and resurfaced netball court, library shelving, LED lighting and routine School Based Maintenance tasks including new sewerage works and the development of an access ramp to the front office. Our High Yield investment account holds \$44,624 receipted in advance for 2021 for compulsory items and a portion of voluntary payments. Charges for compulsory books and consumables were not requested in 2021 due to having many unused items from 2020.

In 2020 we received \$20,000 in Commonwealth funding – directed to the Netball court refurbishment and \$48,000 in State funding which is 75% of funds expected to cover the cost associated with identified tasks as part of the Planned Maintenance Program. With the completion of the front ramp a further \$12,000 will appear in the finances for 2021.

The balance of funds are being held for maintenance and larger scale projects including synthetic grass and landscaping to the central area of the school. Replacements for borrowed and (kept digital equipment) as part of supporting, “Bridging the Digital Divide” initiative and the ongoing maintenance of our buildings and beautifully treed yard which continues to require ongoing funds.

**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 279 students were enrolled at this school in 2020, 143 female and 136 male.

7 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) which takes into account parents' occupations and education.

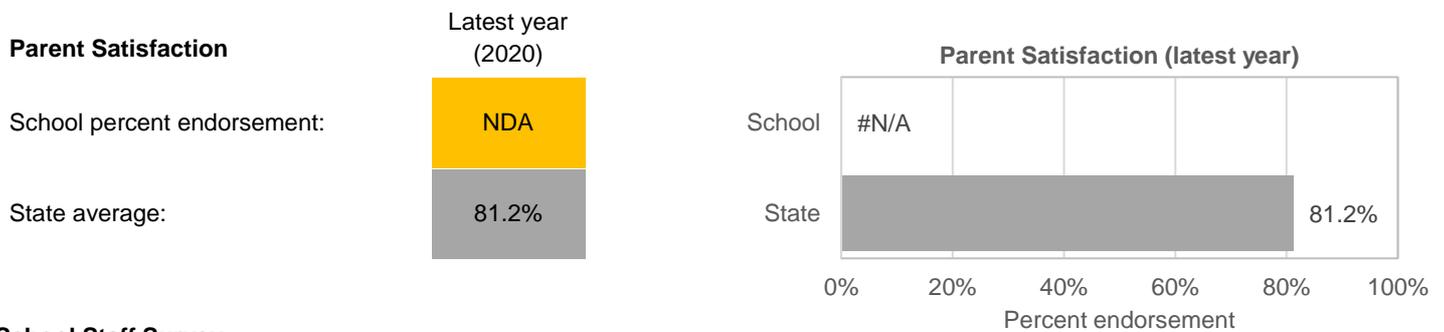
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

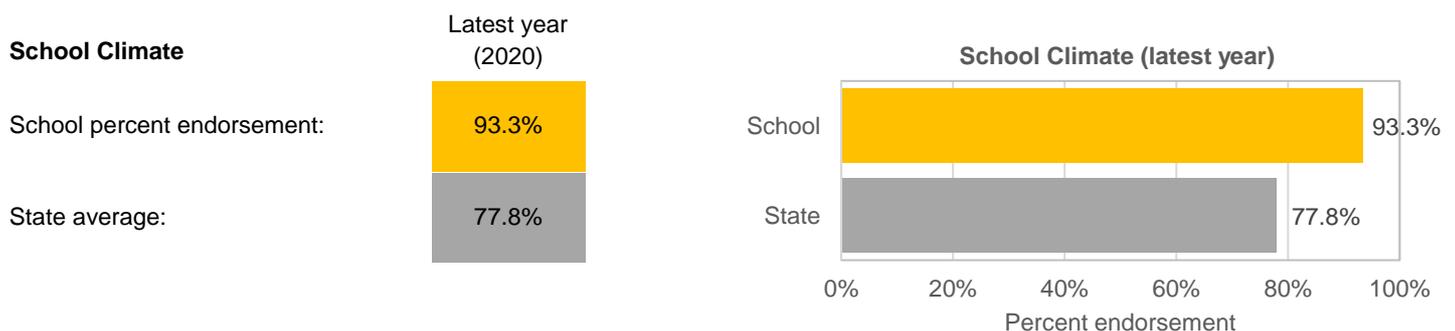


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

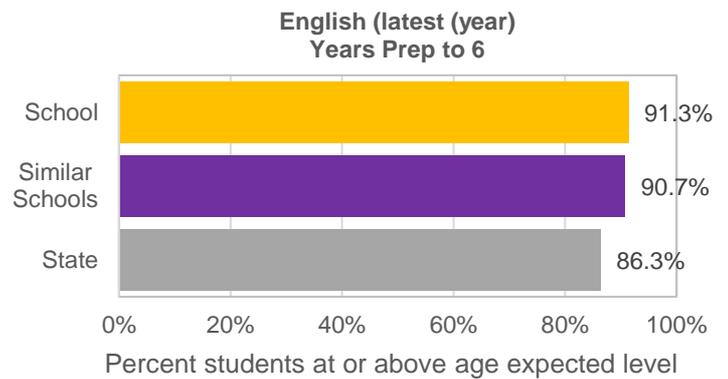
91.3%

Similar Schools average:

90.7%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

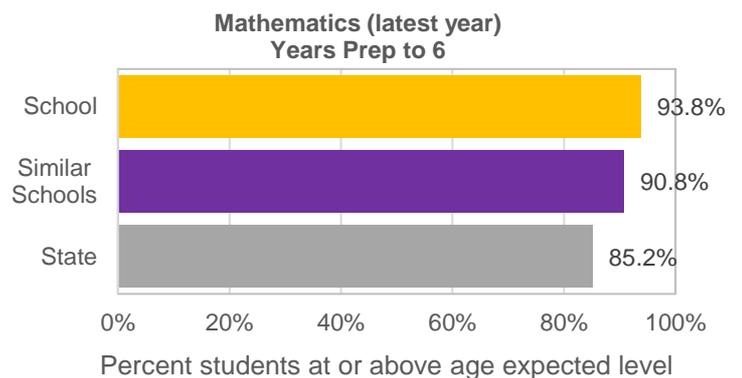
93.8%

Similar Schools average:

90.8%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

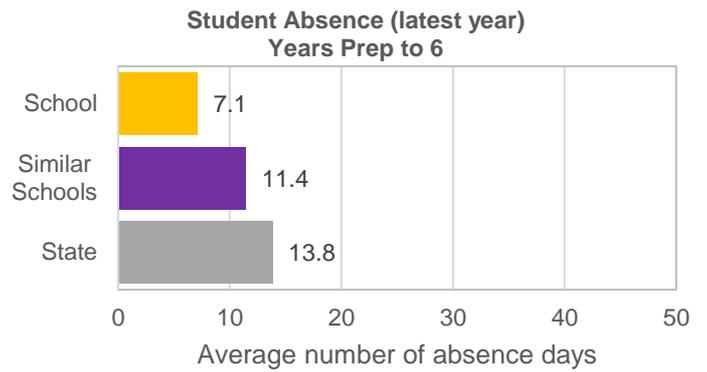
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.1	11.6
Similar Schools average:	11.4	14.2
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	97%	97%	96%	97%	97%	95%

**WELLBEING**

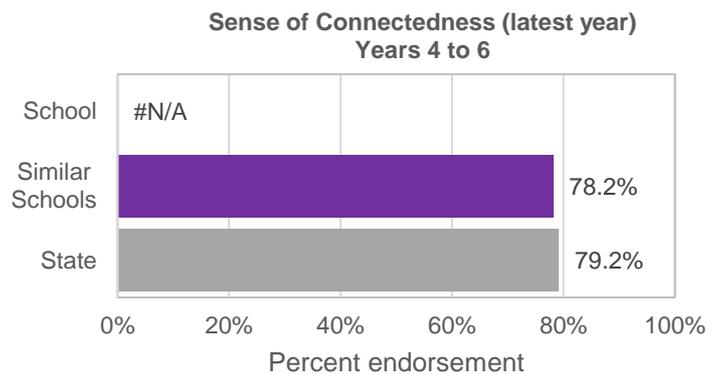
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	75.1%
Similar Schools average:	78.2%	78.9%
State average:	79.2%	81.0%



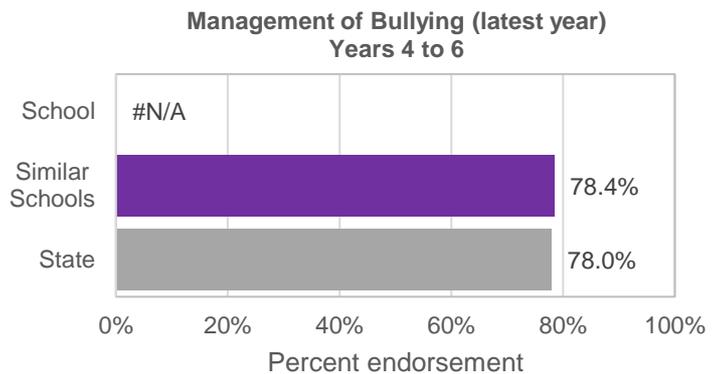
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.5%
Similar Schools average:	78.4%	80.1%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$2,194,756
Government Provided DET Grants	\$272,521
Government Grants Commonwealth	\$20,000
Government Grants State	\$48,904
Revenue Other	\$2,496
Locally Raised Funds	\$112,502
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,651,179</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$15,372
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$15,372</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,118,966
Adjustments	NDA
Books & Publications	\$2,442
Camps/Excursions/Activities	\$17,513
Communication Costs	\$5,045
Consumables	\$42,954
Miscellaneous Expense <sup>3</sup>	\$10,386
Professional Development	\$3,631
Equipment/Maintenance/Hire	\$57,192
Property Services	\$135,709
Salaries & Allowances <sup>4</sup>	\$66,274
Support Services	\$4,495
Trading & Fundraising	\$22,778
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$30,663
<b>Total Operating Expenditure</b>	<b>\$2,518,049</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$133,131</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$333,741
Official Account	\$8,014
Other Accounts	\$28,230
<b>Total Funds Available</b>	<b>\$369,985</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$44,492
Other Recurrent Expenditure	\$6,609
Provision Accounts	\$2,836
Funds Received in Advance	\$44,624
School Based Programs	\$182,889
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$133,000
<b>Total Financial Commitments</b>	<b>\$414,451</b>

*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.*