

2018 Annual Report to The School Community



School Name: Ripplebrook Primary School (2129)



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2019 at 03:46 PM by Elizabeth Alderson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2019 at 01:41 PM by Shane Boyle (School
Council President)

About Our School

School context

Ripplebrook Primary School is situated in the small rural community of Ripplebrook, bordering the growth corridor of Drouin in the Baw Baw Shire. The school was established, at its current site, in 1961, but the school on Tolley Road was established in 1879. It has provided quality primary school education for Ripplebrook and the surrounding area during this period of time. It sits on an expansive, elevated site surrounded by farmland. The school has idyllic views of Ripplebrook's green rolling hills and towering trees. Ripplebrook Primary School prides itself on setting high expectations of students, providing the support, scaffolds and resources to ensure every student achieves their personal best – academically, socially and emotionally. A comprehensive, challenging curriculum, a vision for academic excellence and lasting friendships between community members assist in empowering our students to become self-motivated, successful and active global citizens. Specialist programs such as Visual Art, Performing Arts, STEM & Science, Social Skills, Health and Physical Education and LOTE (Japanese) allow students to discover their individual passions and interests and engage with the world and cultures outside their immediate environment.

With enrolments increasing over the past 3 years, the School's final enrolment of 64 students, 19 females and 45 males, is testament to the school's ongoing strength. Many students travel from local townships, finding our school, rich in values and pride, an inspiring and visionary place to learn and grow.

The school was staffed as follows: 1 x Principal/Classroom teacher, 3 x full-time teachers, 3 x 0.8 teachers, 4 x Education Support Staff and a full-time Business Manager/Administration. All staff are VIT registered and meet the requirements of employment within the Education Department of Victoria. The teaching staff members at Ripplebrook are friendly, committed, dedicated and approachable. They strive to deliver quality programs and take extra care in learning about the unique abilities of each child. As a school we pride ourselves on an Inclusive Learning Program which caters for students with special needs. The parents and community work actively to support our educational programs. They strive to deliver quality programs and take extra care in learning about the unique abilities of each child. As a school we pride ourselves on an Inclusive Learning Program which caters for students with special needs. The parents and community work actively to support our educational programs.

The school has modern teaching facilities and an extensive playground area that enhances what the school has to offer its students. Ripplebrook Primary School continues to cater for a diverse range of students. In 2018, 16 students funded under the PSD program, 6 students diagnosed with autism that were unfunded. Reinforcing the school's strong reputation for being an inclusive and supportive of all students.

Ripplebrook Primary School is built on the values of respect, responsibility, resilience and safety to ensure that we are active, engaged learners supported to do our best. Our school community will thrive in an inclusive and supportive environment.

Student Voice is encouraged across the school with our student leaders taking on greater roles in the Learning Families, in our Weekly School Assembly and Junior School Council.

The School community strives to provide a friendly, caring and safe environment where the efforts of all are valued. Programs are designed to ensure inclusiveness and success for all. The rights and needs of all groups: students, teachers and parents are acknowledged and respected. A strong, productive and working relationship exists between parents and staff which is evident by the high level of parent participation in all facets of the school. The sense of community is a strong characteristic of the school and the one the school wishes to continue to maintain.

With modern and excellent facilities, continual innovation and sound teaching programs being implemented. Ripplebrook Primary School is placing itself well for continued success. In 2016, the school's new strategic plan was developed and adopted and will see next year, 2019 as a year to review and reflect those goals and set a new vision for the school.

Framework for Improving Student Outcomes (FISO)

During 2018, Ripplebrook Primary School focused on the FISO initiatives of Evidence Based High-Impact Teaching Strategies and Empowering Students and Building School Pride.

Evidence based high-impact teaching strategies

In 2018 we had two staff members complete the Leading Literacy program. They attended a range of professional development that focused on their leadership skills which enabled them to gain confidence when working with other staff members in the area of literacy. This information and knowledge was then share to the teaching staff in a PLC forums.

Empowering Students and Building School Pride

School Captains were regularly invited to attend School Council meetings to share information and discuss ideas they would like for improvements around the school. The school had an active Junior School Council which completed a range of fundraising events towards various charities and specific items for the school. Students were selected by their peers for these roles. Students in Grade 4-6 completed the Attitudes to School Survey with results showing that our students are higher than the state in their sense of connectedness.

Achievement

Ripplebrook Primary School is again proud of its achievement in a range of assessment and performance measures. The teacher assessments from the Victorian Curriculum Standards indicate that Ripplebrook Primary School students are at a slightly lower level to other schools on the school comparison measure in the area of Mathematic and English.

In 2018, the Grade 3 cohort had 100% of students achieving in the top three bands for Numeracy. In Reading 75% of Grade 3 students achieved results in the top three bands, which was slightly lower on school comparison. The results of the Grade 5 cohort in 2018 showed only 16.7% of students achieving in the top three bands for Numeracy and 33.3% of students achieved results in the top three bands in Reading. These were both similar on school comparison.

The learning gain of students as represented by NAPLAN data which tracks individual results of students from Years 3 to 5; indicates that 80% of students have achieved medium to high growth in reading; 60% of students have achieved medium growth in Numeracy, 67% of students have achieved medium to high growth in Writing. 100% of students have achieved medium growth in Spelling however only 20% of students have achieved medium growth in Grammar and Punctuation. As a result of this data the school will continue its focus on improvements in the following - Numeracy and Reading. Our continued focus for 2019 will be in Reading and grammar and , both in student achievement and teacher pedagogy and practice. The school is very successful in meeting the needs and improving the outcomes of the many students who receive funding under the PSD program, those diagnosed with autism and children experiencing learning difficulties. All PSD students have showed progress at satisfactory or above in achieving their individual goals, particularly in the social areas of school life. These students continue to be monitored by our Wellbeing Coordinator, with regular Parent Support Group meetings being held for all funded students. The success of our work in this area has developed an outstanding reputation for the school throughout the broader community.

Engagement

The school has continued to focus on all students achieving their personal best in all areas of their schooling. Whole School activities which allow the community to be involved have continued to be a focus for our school. These events have allowed the students to be engaged with real world situations and have enhanced the community engagement with the school. Working together with the Wellbeing Coordinator, the school updated the Student Wellbeing and Engagement Policy to align with the latest thoughts and research into engaging students. The school has a major focus on engaging, challenging and supporting all students to achieve their personal best and provide them access and success in all areas of school life.

Student Attitude to School Surveys and Parent Opinion Surveys conducted in 2018, show in all areas, high levels of support for the school and the work being done in the classrooms.

As with most schools, attendance is an issue across the school. Our results have continued to deteriorate from

the previous year and now well above the state median. Students' average attendance was between 86% and 91% in all year levels. It is concerning we have 20 students who had in excess of 30 days off from school in the 2018 school year. The school places regular articles in the newsletter encouraging parents/guardians to ensure maximum attendance and the importance of being at school. Steps are taken once a student has excessive days of non-attendance but without support from family it is difficult to achieve any notable improvements. One of the biggest factors regarding attendance is family holidays being taken during off-peak times to take advantage of cheap holiday packages. Another influencing factor is that families need to use private car to travel to and from the school so if the car is unavailable or other members of the family are ill or only being able to book medical appointments during the school day. This tends to mean the "whole" family doesn't attend on that particular day. Students are encouraged to be involved in their learning across the school by providing regular feedback to their teachers, helping to devise what they will learn and how they will be assessed.

The Student Engagement Policy and creation of Positive Behavior Support matrixes placed around the school have focused on the School's underpinning values – Be Respectful, Be Responsible, Be Resilient, Be Safe and Be an Active Learner. The primary strategy is for students to make well informed, conscious choices and to act respectfully.

Our weekly awards reward and encourage a focus on learning and positive student behaviour.

The teaching, role modelling and reinforcing of values and responsible behaviour has created a stimulating, safe and nurturing work environment where the emphasis is on learning and teaching.

Wellbeing

In 2018 the school continued to deliver the many programs and services it has in place to support students to ensure that all members of the Ripplebrook Primary School feel safe. This includes the use of a staffed Quiet Area during lunchtime as a space for students requiring respite from the playground. We have 'Snapshots' prepared for our additional needs students that are shared with all staff. As mentioned previously, the school has an extensive PSD Program, which is well managed and the work of the Education Support staff is highly valued. The introduction of Respectful Relationships (RR) was also a highlight, with a scope and sequence developed, with RR lessons built into existing wellbeing and health curriculum classroom sessions and the specialist subject of social skills.

Our Additional Needs and Wellbeing Coordinator (0.6 EFT) coordinated support for families and students on a needs basis. A range of external providers of health services were made available to students and their families. This includes Student Support Service Officers (SSSO) (speech and psychology), Visiting Teacher and a variety of Allied Health professionals. We provided families the opportunity to connect with appropriate support through Child First and other supports. The Additional Needs and Wellbeing Coordinator also liaised with Lookout to ensure the wellbeing of our students in out of home care.

The school employed a School Chaplain (0.26 EFT) to work with students and families requiring extra emotional support.

The school continued with its successful Transition Program for students progressing from Kinder to Foundation, with our new intake of students each year feeling secure and safe. Parents of our students making this transition are extremely satisfied by the work carried out in this area. Kinder students with additional needs are provided with additional transition sessions prior to beginning school. The transition program involves visits to kindergartens or early learning centres to observe the students and make professional contact with their educators to plan the best possible transition from one setting to another. As students leave Grade 6 and make their transition to Secondary School, staff make every effort to make the transition as smooth as possible. This involves meeting with the various Secondary School coordinators and discussing students individually, particularly those deemed at-risk. In 2018 this involved the class teacher, aides and Wellbeing Coordinator and/or Principal sitting down with the Secondary School staff and having an in-depth discussion about a particular child's strengths and weaknesses. Secondary students with additional needs were included in extra transition experiences by local Secondary schools. The Chaplain worked very closely with the Wellbeing Coordinator and Principal to ensure students and families requiring support were prioritised and supported in the best ways possible.

Financial performance and position

The school continues to work within our allocated budget with a slight operating surplus. The school has had additional expenditure during 2018 of additional purchase of library books, additional car parking and beautifying the school grounds. The school received additional funds from Equity Funding (\$60,523), Sporting School Grant (\$6,550), Locally Raised Funds (\$43,2197) and the Chaplaincy Program (\$20,000).

For more detailed information regarding our school please visit our website at
www.ripplebrookps.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

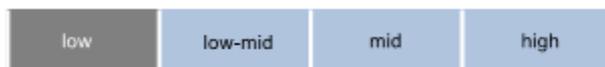
Enrolment Profile

A total of 64 students were enrolled at this school in 2018, 19 female and 45 male.

0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the 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'.</p>	<p>Reading Low: 20% Medium: 60% High: 20%</p> <p>Numeracy Low: 40% Medium: 60%</p> <p>Writing Low: 33% Medium: 50% High: 17%</p> <p>Spelling Medium: 100%</p> <p>Grammar and Punctuation Low: 80% Medium: 20%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$892,633	High Yield Investment Account	\$83,331
Government Provided DET Grants	\$217,228	Official Account	\$16,476
Government Grants Commonwealth	\$6,602	Total Funds Available	\$99,806
Revenue Other	\$4,652		
Locally Raised Funds	\$43,197		
Total Operating Revenue	\$1,164,312		
Equity¹			
Equity (Social Disadvantage)	\$60,523		
Transition Funding	\$3,808		
Equity Total	\$64,330		
Expenditure		Financial Commitments	
Student Resource Package ²	\$860,931	Operating Reserve	\$37,610
Books & Publications	\$1,259	Funds Received in Advance	\$1,000
Communication Costs	\$4,912	Capital - Buildings/Grounds < 12 months	\$61,000
Consumables	\$31,084	Total Financial Commitments	\$99,610
Miscellaneous Expense ³	\$53,900		
Professional Development	\$6,583		
Property and Equipment Services	\$135,198		
Salaries & Allowances ⁴	\$25,077		
Trading & Fundraising	\$12,536		
Travel & Subsistence	\$441		
Utilities	\$6,481		
Total Operating Expenditure	\$1,138,402		
Net Operating Surplus/-Deficit	\$25,909		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

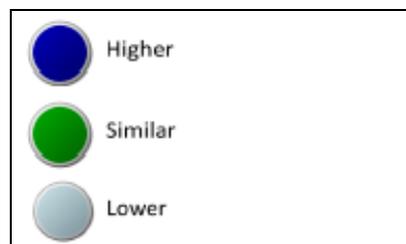


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').