

2022 Annual Report to the School Community

School Name: Ringwood Heights Primary School (4911)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year 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 31 March 2023 at 02:06 PM by Kim Bride (Principal)

- This 2022 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 02 April 2023 at 10:14 AM 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Ringwood Heights Primary School is located in the City of Maroondah, 23 kilometres east of Melbourne's Central Business District. The school was founded in 1965. The student enrolment in 2022 was 246 students with a Family Occupation Education (SFOE) in the Low band. The staffing profile included a principal, 0.4 part time equivalent (FTE) assistant principal, one learning specialist, 14 EFT teaching staff and 4 EFT Education Support staff. The school's F-10 curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum. Our current LOTE program is Auslan.

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

Teaching staff, therefore, acknowledge, value and nurture these skills and qualities within our students through the provision of an Integrated Inquiry approach to teaching and learning. The educational opportunities offered at Ringwood Heights Primary School are stimulating and challenging. The individual needs and talents of students are identified and nurtured to support their learning as they move through different stages of development. We commit to understanding each students' needs and provide learning programs that support and enhance them academically and personally. There is an emphasis on literacy, numeracy and thinking skills across the curriculum, so that we develop critical, creative and reflective thinkers. We endeavour to make learning engaging and relevant and encourage a curiosity and thirst for knowledge in our students. A comprehensive range of specialist and enrichment opportunities enables students to discover their areas of interests and expertise.

Parents are encouraged to be involved in their child's learning as the school has a shared belief that education is a partnership between all members of the community. Parents feel strong ownership of the school and are very involved in supporting school initiatives. The school's motto "Little Kids Thinking Big" reflects our core values of Creativity, Respect, Friendship, Responsibility and Teamwork.

Our school purpose is; To develop students who are literate and numerate and driven to achieve. To develop healthy, connected and resilient students. To create empowered learners who are actively engaged in and connected to their learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 was the second year in implementing the current School Strategic Plan and after the interruptions of the previous 2 years we were able to plan and scaffold all learning tasks and activities to ensure students were given every opportunity to make gains in their learning. They were also supported to reengage socially, emotionally and academically.

Our Professional Learning Plan included a focus on the priority areas of, Numeracy, Student Voice and Agency and Wellbeing. Our main actions for improving student learning outcomes were; To build staff capacity in assessment and differentiation to identify and meet students' individual learning needs and continuing to document and refine the school wide approach to Numeracy.

The successful activities included the development of an agreed template for PLC (Learning Team) meetings which includes a focus on data and assessment as well as students requiring monitoring for 'social, emotional' or 'learning support'. PLC (Professional Learning Community) training was completed. Peer observation and feedback opportunities for all teachers and ES were also undertaken to build capacity to deliver a curriculum that supports differentiation and adjustments to meet all learning needs.

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 89.9% of students are at or above expected standards according to teacher judgements as are 90.5% of students in Mathematics. NAPLAN results for students in year 3 Reading and Numeracy were above State Average with 79.3% of students in the top three bands for Reading and 70% for Numeracy. Year 5 results for the latest year in Reading is well above State and the best result overall for the school. We identify the impact of our Teacher Librarian and the high-quality professional support given to teachers to support their planning and in the development of their literacy practices as key to this improvement.

Without the learning gain comparisons available due to NAPLAN not being conducted in 2020 it is difficult to comment on learning growth, however, we can identify through the School Performance Summary that we are on a positive improvement trajectory due to the learning growth made in numeracy, together with our year 5 reading results.

In 2023 we will continue to focus on student learning - with a continued focus on numeracy, refining and embedding established literacy and numeracy 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.

Teachers further developing their understanding of the whole school Integrated Inquiry Instructional model approach to teaching literacy and numeracy; establish/improve peer observation processes.

Students being able to articulate their learning strengths and needs using the metacognitive language embedded in our goal setting practices.

Wellbeing

The students returned to school in 2022 looking forward to the school year, free of interruptions. We faced many challenges in reengaging students to school life and expectations. We revisited our agreed whole school wellbeing strategies as a whole staff, planned Learning to Learn units to focus on building relationships, revisiting school values, learning assets, classroom and playground rules and expectations (including cyber safety). Students were supported to re-engage through the arts, including music, dance, drama and visual arts and 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 2022 supported the school in providing assistance to those students requiring additional adjustments.

Staff were supported through the inclusion of wellbeing modules in the professional learning schedule including the provision of time to participate in the NESLI Staff Wellbeing Toolkit. Parent gatherings to reconnect families were organised and included a whole school welcome back picnic and social gatherings. Parents were once again invited to assembly. Parent helpers were also utilised in many ways across the school.

The student Attitudes to School Survey was completed by students in years 4-6. The percentage endorsement for sense of Connectedness was 75.2% which is on par with similar schools but below what we would expect at our school. The Management of Bullying was also endorsed by 72.7% which is again on par with similar schools. In 2023 we will continue to support student wellbeing by continuing to establish consistent expectations.

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

Engagement occurs when all aspects of a student's wellbeing and learning needs are both met. Together with the wellbeing actions and outcomes a specific focus in the area of student engagement in 2022 was to further develop and amplify student voice and agency in learning by focussing on the development of student goals in literacy and numeracy.

All learning teams inquired into goal setting practices that met the needs of their specific learners from Prep through to year 6. Students participated in goal setting opportunities following agreed procedures and processes and were able to articulate these throughout the year with peers, teachers and their parents at Three Way Conferences - which were mostly held in person.

Professional Learning activities were scheduled for teachers and included moderation, peer observation and feedback. Our attendance rate by year level is at 90 % or above with an average number of absence days at 16.4 which reflects an excellent engagement result compared to both similar schools and the state. Our absence codes suggest isolation mandates and extended family holidays were the main reasons for absences.

In 2023 we will continue to develop and embed goal setting practices in literacy and numeracy, whilst highlighting and utilising our instructional approach of Integrated Inquiry, to ensure meaningful and agentic goals are set.

The leaders will provide opportunities to clarify moral purpose (the "why"), focus attention of teams of teachers towards areas of priority, gather evidence of impact, encourage/support action and innovation of practice. The teachers will engage in opportunities to unpack the RHPS instructional model and how literacy and numeracy is embedded in it; embed tools/strategies/processes to promote metacognition, the "learning assets (skills and dispositions - "being" a thinker, communicator, collaborator, self-manager, researcher and contributor) whilst continuing to develop a culture of collective responsibility for all students. The students will begin to articulate their strengths as a learner, what & how they are learning and their goals in literacy and numeracy.

Other highlights from the school year

In 2022 we enjoyed being on site and engaged in our teaching and learning programs. We welcomed our new preps to the school and watched them develop and mature as they learnt and grew within a formal educational setting. We also welcomed Pinemont Preschool onsite regularly to participate in 'Bush Kinder' activities. Our beautiful, treed environment and natural play spaces offers many outdoor learning experiences and opportunities. The preps who were part of this program have begun their schooling in 2023 with great confidence and familiarity. We are looking forward to coming together as a community in 2023 as we plan and participate in our Artist in Schools program titled: Metamorphosis. Our facilities continue to evolve and we look forward to the addition of our new shade sail structure over the synthetic grass area as well as more synthetic grass to finish off the central garden area.

Financial performance

The school ended the year in a sound financial position. Targeted spending in 2022 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. This budget of \$48000 has been carried forward into 2023 as this project is still awaiting steel fabrication and final planning approval. Planned Maintenance funding of \$55000 was spent on various ground improvements and also included a focus on the Out of Hours accommodation including new air conditioners, oven, electrical work and painting. The Library and updated STEAM resources were financed to replace old stock and buy new STEM resources such as Makey Makey. A set of 40 iPads was purchased and included a number with keyboards to replace old stock – largely for use in the junior school.

In 2023 we will continue to target spending on ground improvements including the final instalment of synthetic turf to finish off the central garden boxes and to cover the stones in front of the senior building. The budget will continue to support both student and staff health and wellbeing including Professional Learning activities.

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 246 students were enrolled at this school in 2022, 120 female and 126 male.

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

Overall Socio-Economic Profile

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

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

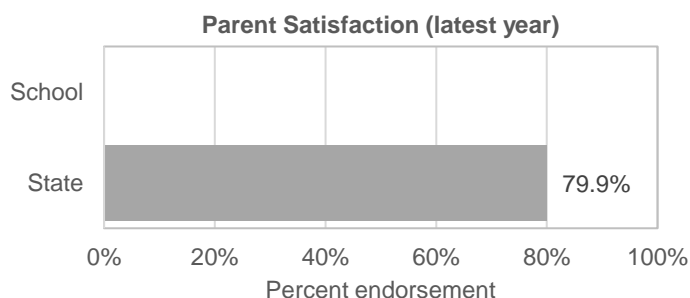
This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	Latest year (2022)
School percent endorsement:	NDA
State average (primary schools):	79.9%



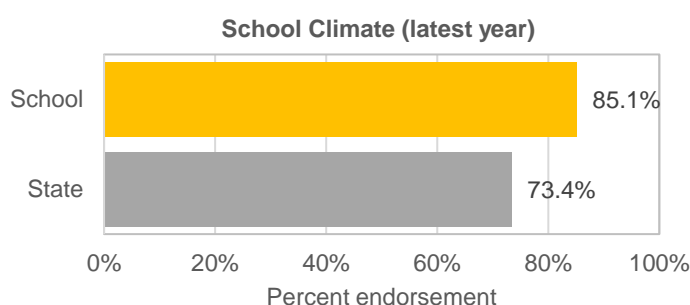
School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

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

School Climate	Latest year (2022)
School percent endorsement:	85.1%
State average (primary schools):	73.4%



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

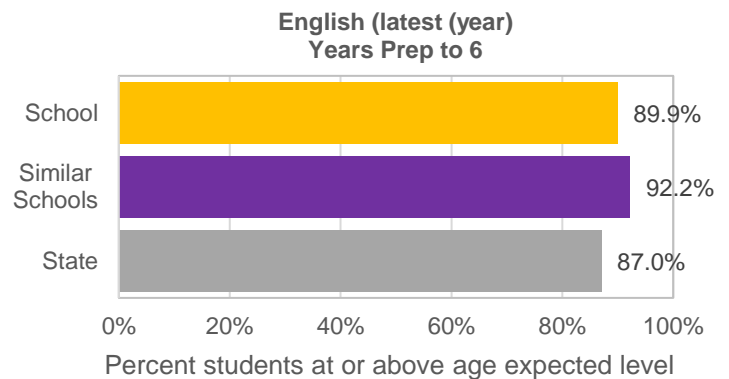
89.9%

Similar Schools average:

92.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

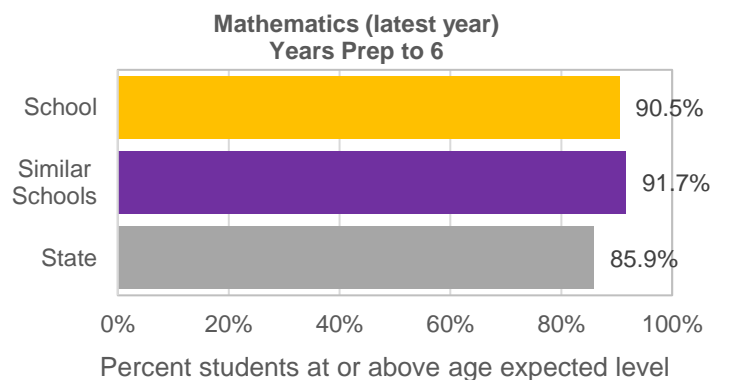
90.5%

Similar Schools average:

91.7%

State average:

85.9%



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.

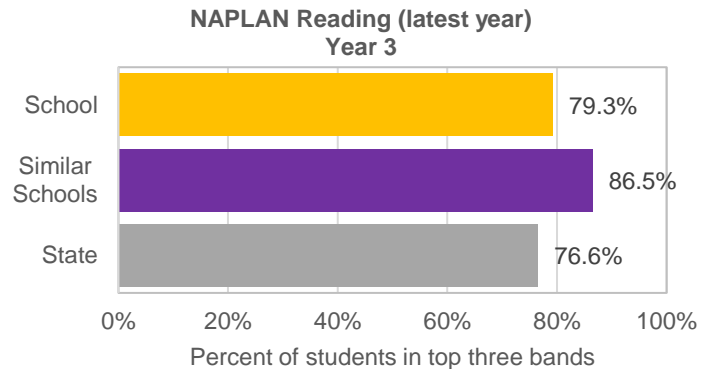
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

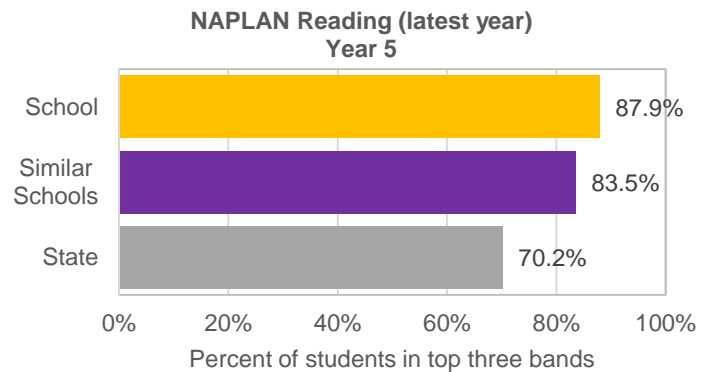
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.3%	83.2%
Similar Schools average:	86.5%	85.8%
State average:	76.6%	76.6%



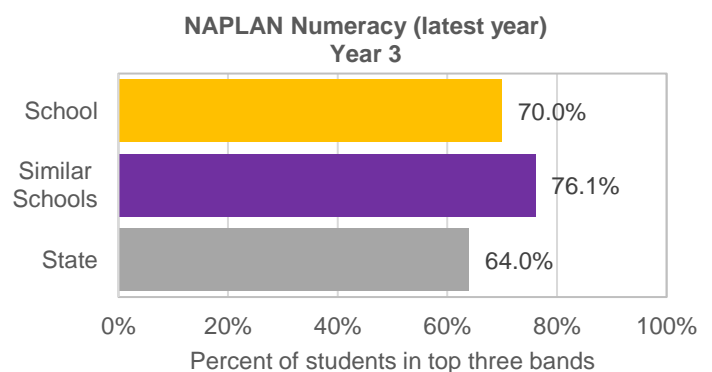
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.9%	74.3%
Similar Schools average:	83.5%	81.4%
State average:	70.2%	69.5%



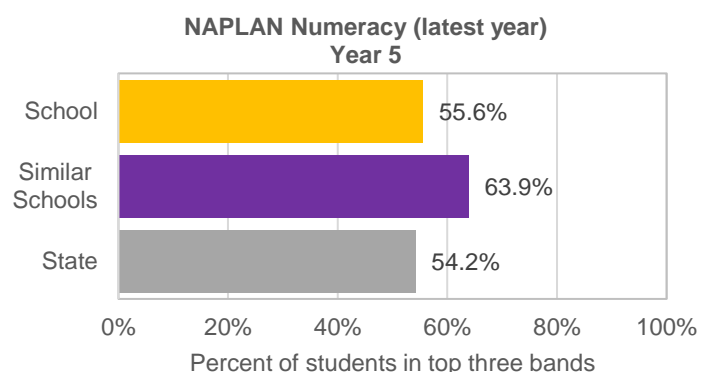
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.0%	77.5%
Similar Schools average:	76.1%	78.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.6%	61.8%
Similar Schools average:	63.9%	68.7%
State average:	54.2%	58.8%



WELLBEING

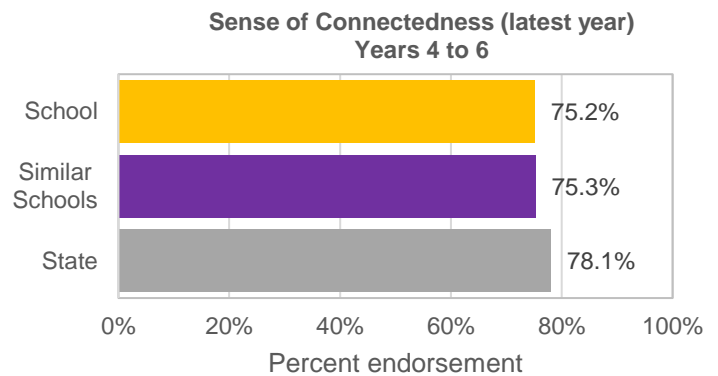
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.2%	79.0%
Similar Schools average:	75.3%	76.4%
State average:	78.1%	79.5%

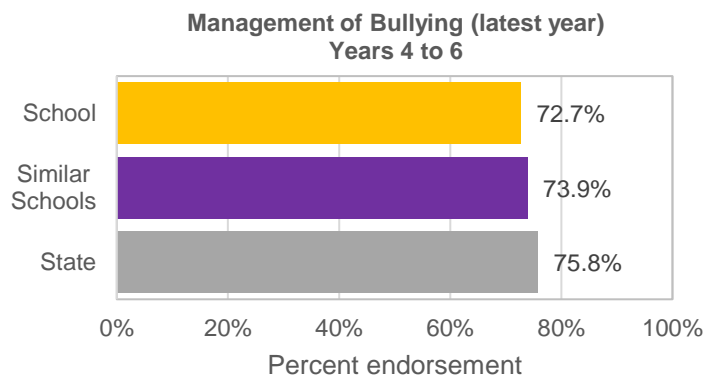


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.7%	79.1%
Similar Schools average:	73.9%	76.1%
State average:	75.8%	78.3%



ENGAGEMENT

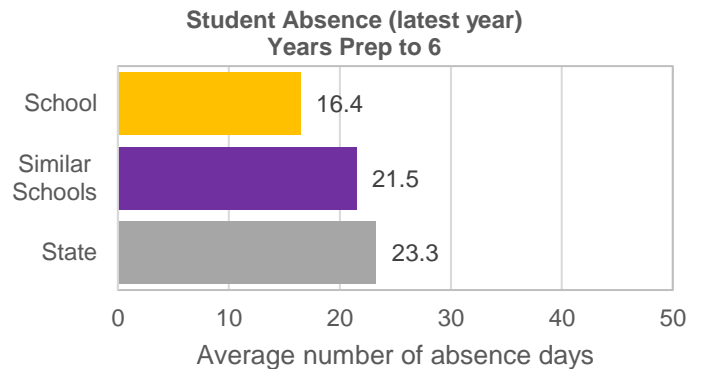
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	16.4	11.6
Similar Schools average:	21.5	14.5
State average:	23.3	17.0



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 (2022):	90%	92%	92%	92%	94%	89%	93%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,274,823
Government Provided DET Grants	\$294,216
Government Grants Commonwealth	\$1,260
Government Grants State	\$14,700
Revenue Other	\$10,640
Locally Raised Funds	\$195,485
Capital Grants	\$0
Total Operating Revenue	\$2,791,124

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,649
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,649

Expenditure	Actual
Student Resource Package ²	\$2,236,429
Adjustments	\$0
Books & Publications	\$3,817
Camps/Excursions/Activities	\$76,425
Communication Costs	\$6,488
Consumables	\$41,358
Miscellaneous Expense ³	\$10,052
Professional Development	\$4,215
Equipment/Maintenance/Hire	\$49,146
Property Services	\$48,731
Salaries & Allowances ⁴	\$116,055
Support Services	\$178
Trading & Fundraising	\$21,056
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,711
Total Operating Expenditure	\$2,639,662
Net Operating Surplus/-Deficit	\$151,462
Asset Acquisitions	\$0

(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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$388,108
Official Account	\$21,962
Other Accounts	\$18,230
Total Funds Available	\$428,300

Financial Commitments	Actual
Operating Reserve	\$61,833
Other Recurrent Expenditure	\$0
Provision Accounts	\$2,836
Funds Received in Advance	\$7,617
School Based Programs	\$24,344
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$60,000
Asset/Equipment Replacement < 12 months	\$55,000
Capital - Buildings/Grounds < 12 months	\$79,500
Maintenance - Buildings/Grounds < 12 months	\$116,957
Asset/Equipment Replacement > 12 months	\$30,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$438,087

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.