

2017 Annual Report to the School Community



School Name: Ringwood North Primary School

School Number: 4120



- 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 Regulation 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 2017 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 19 April 2018 at 12:08 PM by Kenneth Chatterton (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 Regulation 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 2017 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 23 April 2018 at 04:37 PM by Paul Brennan (School Council President)



About Our School

School Context

Ringwood North Primary School (RNPS) is a community of 27 (EFT) teaching staff, 11 (EFT) non-teaching staff, including 3 Principal class, approximately 530 students and their families. The school was first opened in 1923 and is located in the Outer-Eastern Area Network of the North-Eastern Victoria Region, in a location that is peaceful and close to bushland. The school's values are that students and staff will strive to be: Respectful, Neighbourly, Positive, and Successful.

The school's mission statement is:

RNPS is committed to the education of the whole child. Teachers share mutual educational understandings, giving students a real sense of moral values and purpose, as active citizens in a civilised and cohesive global society. Children will be provided with appropriate resources enabling them to accommodate change, and enjoy a productive and fulfilling adult life.

In order to achieve this, extensive opportunities are provided to engage students in authentic ways with their local and global communities. Through an inquiry approach, the school's pedagogical model of *Challenge Based Learning* is used to engage students in learning about and seeking actionable solutions to global and local problems. A broad and challenging camping program, in combination with sports, arts and bike riding, encourages students to be active and engaged learners in a range of environments.

Framework for Improving Student Outcomes (FISO)

RNPS undertook a self-evaluation and peer review in 2017. This was a comprehensive process of self-assessment against the FISO Continua of Practice for School Improvement, consultation with the community, and investigation into the school's processes and student achievement using a range of measures. The key areas for improvement identified in the 2017 Annual Implementation Plan were: Building Practice Excellence; Curriculum Planning and Assessment; and Building Communities.

Following the school review, a new strategic plan was drafted for the period 2017-2021. The goals for this strategic plan were refined to build on the work that had been initiated in 2016 and 2017:

- 1. Build practice excellence to maximise student growth.**
- 2. To achieve a guaranteed and viable curriculum which optimises student learning and engagement.**

Achievement

The Key Improvement Strategies (KIS) in the RNPS 2017 Annual Implementation Plan (AIP) were to:

- develop a whole school instructional model that includes agreed pedagogical approaches for the teaching of Mathematics.
- further build individual teacher's capacity to differentiate curriculum and teaching and learning practices based on analysis of data and evidence to ensure challenge and progress for every student.
- leverage the power of technologies.

In 2017 RNPS teachers in Years 5 and 6 engaged with the Ringwood Deakin Alliance to trial an instructional model in mathematics that activated students to be the drivers of their own learning, using the power of self-assessment and blended learning technologies to undertake 'point of need teaching'. The Alliance engaged pre-service teachers to develop and curate digital resources that could supplement the blended learning approach.

Positive student outcomes have been reported by teachers, with a sense that student engagement in learning has increased across the two cohorts and that teachers are more able to differentiate instruction and meet students at their point of need. Teacher judgements in mathematics have also increased as evidenced by Figure 1.



Students by age expected level over the last 5 years (%) ⓘ

For students in Prep-Year 6, Semester 2, Mathematics

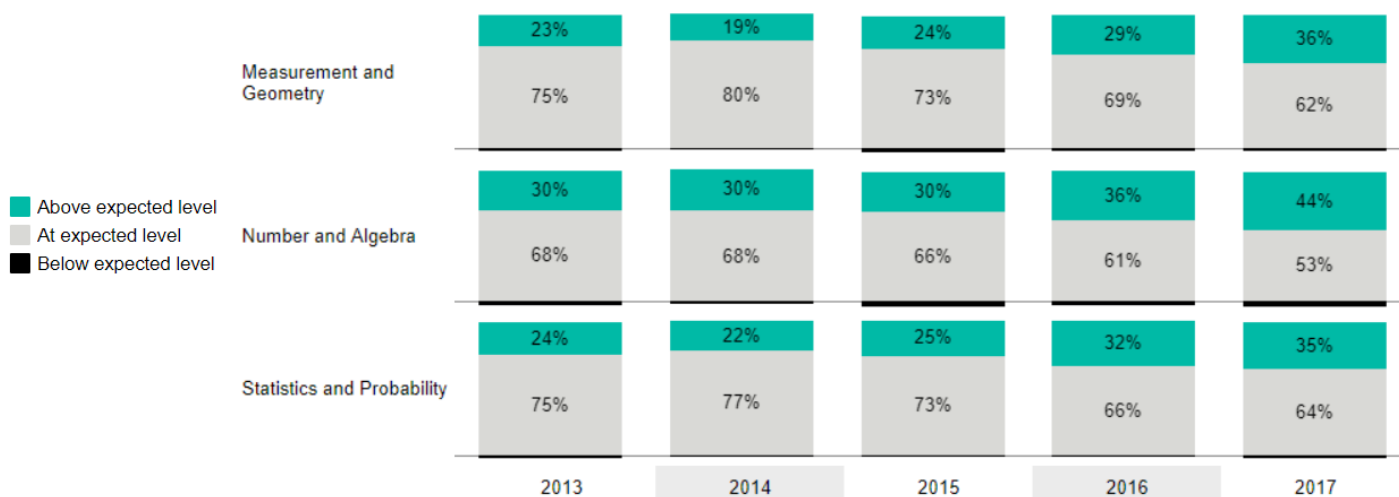


Figure 1

Student achievement across the school continues to remain high in general with very strong results in Year 3 in all subject areas of NAPLAN. Year 5 results have in recent years shown lower levels of achievement in NAPLAN testing, achieving around the state average in most subjects. Ensuring that students achieve ongoing growth in their learning in all year levels is a key focus on school improvement in the near future. Highly ambitious targets of 60% of students achieving above the expected level in all year levels, in all core disciplines (Reading, Writing, Number and Algebra) were not met, however continual progress towards those long term targets was recorded.

Engagement

Key Improvement Strategies that were identified to increase student engagement were to:

- provide opportunities for students to communicate in a global community.
- implement student programs that reflect the school's vision for developing 21st Century learners in a global world.

To achieve this, RNPS joined the 'Curiosity & Powerful Learning' network, a professional learning network and resource that enables schools to engage in major school reform in a robust and purposeful way, whilst maintaining a keen focus on developing the key quality of 21st century learners: curiosity. This was a major professional learning commitment for the year with 5 staff attending a range of workshops. Further to this, the school maintained its involvement in the New Pedagogies for Deep Learning network and again, committed to professional learning for staff to build capacity in implementing curriculum reform for STEAM subjects and 21st century competencies (*the 6Cs*): Character, Communication, Creativity, Critical Thinking, Collaboration and Citizenship.

A core component of how the school delivers education in the 6Cs is through Challenge Based Learning, an inquiry approach to learning that provides students with essential questions around Big Ideas, and then challenges students to find real-world solutions that they can enact in their community. Students also engaged in international exchanges through video conferencing with our Sister school in Bandung, Indonesia (Tunnas Unggul) and schools in South Korea.

In the Student Attitudes to School Survey, students responded overwhelmingly in favour of the learning programs in place at the school: 96% of students responded positively to questions related to *Stimulating Learning* and 97% responded positively to questions related to *Differentiated Learning Challenge*. Parents answering questions concerning *Student Cognitive Engagement* responded with an overall positive sentiment of 89%.



Wellbeing

Student wellbeing was an area of considerable focus for RNPS in 2017. Staff attended a professional learning day with Maria Ruberto, as an introduction to the principles of positive psychology. This was followed up with the employment of *The Resilience Project* to run presentations and workshops with staff, students and parents. The GEM principle (Gratitude, Empathy and Mindfulness) from the Resilience Project was selected as the basis for schoolwide CBL Big Ideas, to emphasise to the school community the importance of incorporating these principles into everyday life. A range of mindfulness practices were tested and included in daily practice across the school. Parent response to the presentation was overwhelmingly positive, with many expressing gratitude to the school for having provided this.

Parent and student opinion surveys indicate the following:

- 60% of parents said their child had not experienced bullying and 58% of students said they had not experienced bullying.
- 81% of parents were positive about how the school managed bullying and 92% of students responded positively.
- 90% of parents were positive about their child's connectedness to school and 95% of students were positive.

RNPS has continued its commitment to student wellbeing by joining with other schools in Maroondah to be part of the Plus 10 schools, working with the Institute of Positive Education to further implement the principles and practices of positive psychology into daily practice.

For more detailed information regarding our school please visit our website at www.ringwoodnorthps.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	
<p>Enrolment Profile</p> <p>A total of 531 students were enrolled at this school in 2017, 263 female and 268 male.</p> <p>8 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> 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 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> Similar</p> <p> Similar</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> Lower</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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>42%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>51%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>61%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>46%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>49%</td> <td>41%</td> <td>10%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	42%	19%	Numeracy	31%	51%	18%	Writing	19%	61%	19%	Spelling	28%	46%	26%	Grammar and Punctuation	49%	41%	10%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	39%	42%	19%																							
Numeracy	31%	51%	18%																							
Writing	19%	61%	19%																							
Spelling	28%	46%	26%																							
Grammar and Punctuation	49%	41%	10%																							



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:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="552 913 1039 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	92 %	94 %	93 %	93 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	92 %	94 %	93 %	93 %	93 %										



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: 2017</p>	Higher
<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: 2017</p>	Higher

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)

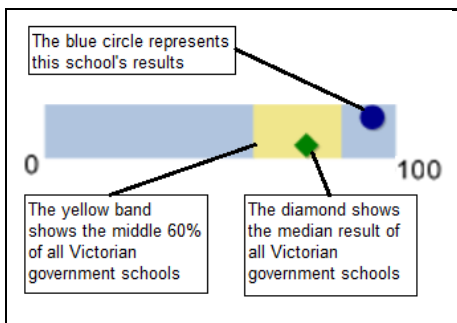
Engagement

- 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).

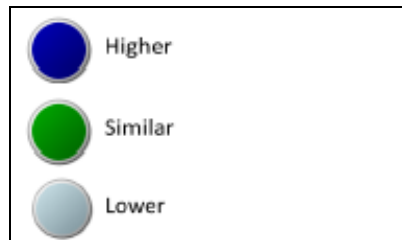


What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

Financial performance and position commentary

In 2017 a surplus was maintained due to a combination of locally raised funds and savings made due to staff movement. The school production was the primary fundraising event for the school and contributed to school council reserves intended to expand the all-weather play facilities available to students. The out of school hours care program continued to operate without loss, servicing the needs of up to 60 students each morning and afternoon. Equity funding received by the school was utilised to partially fund the reading recovery program in Year 1 that seeks to reduce the effects of social disadvantage in the early years on students' literacy.

Increased expenditure on grounds maintenance was undertaken in 2017, this included external painting of buildings and new carpets in the administration area. Further expenditure on casual replacement teachers was greater than anticipated due to staff illness.

Based on current forecasts, 2018 will see the school have some flexibility in staffing arrangements due to a series of retirements at the end of 2017. Significant investment in technology in the early years will be a priority in order to maintain a focus on developing 21st century skills.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,544,001	High Yield Investment Account	\$264,333
Government Provided DET Grants	\$438,913	Official Account	\$20,764
Government Grants Commonwealth	\$27,680	Total Funds Available	\$285,096
Revenue Other	\$25,035		
Locally Raised Funds	\$719,393		
Total Operating Revenue	\$4,755,022		
Equity¹			
Equity (Social Disadvantage)	\$17,641		
Equity Total	\$17,641		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,391,329	Operating Reserve	\$199,583
Books & Publications	\$7,036	Asset/Equipment Replacement < 12 months	\$5,000
Communication Costs	\$13,275	Capital - Buildings/Grounds incl SMS<12 months	\$3,000
Consumables	\$77,097	School Based Programs	\$11,192
Miscellaneous Expense ³	\$423,851	Provision Accounts	\$42,000
Professional Development	\$39,495	Other recurrent expenditure	\$24,322
Property and Equipment Services	\$229,493	Total Financial Commitments	\$285,096
Salaries & Allowances ⁴	\$319,386		
Trading & Fundraising	\$96,328		
Utilities	\$31,814		
Adjustments	\$1,049		
Total Operating Expenditure	\$4,630,153		
Net Operating Surplus/-Deficit	\$124,869		
Asset Acquisitions	(\$861)		



- (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 05 March 2018 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.