

# 2016 Annual Report to the School Community



School Name: Great Ryrie Primary School

School Number: 5478



Name of School Principal:	Doug Elliott
Name of School Council President:	Terry Jenvey
Date of Endorsement:	24 May 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Great Ryrie Primary School was established in 1998 and is located approximately 20 kilometres east of the CBD. Our 500 students represent 360 families 35% of whom have a Language Background Other Than English.

Approximately 29% of the school community qualify for the Camp, Sport and Excursions Find (CSEF), however, Great Ryrie has a diverse social demographic, ranging from families where one or both parents are relatively high-income earning professionals or business owners, to single parent and low income families.

We have 50 staff comprising the equivalent of 42 full-time staff including two Assistant Principals, three Office Staff, a First Aid Officer, a Reading Recovery teacher, a Refugee Transition EAL Teacher, Multicultural Educational Aides, six Teacher Aides, a Library Technician and a Chaplain.

Our school has a strong reputation in the local community and we celebrate the cultural diversity of our families, while providing quality, learning programs in all curriculum areas. We also offer a wide range of extra-curricular activities including extensive Performing Arts and Sports programs as well as Chess, and other special interest programs. Student wellbeing is given a high priority and we offer many programs designed to support students over a range of issues, as well as a comprehensive suite of student leadership programs.

The Victorian Curriculum provides the teaching program within an integrated model. Teachers work in teams to plan and deliver curriculum that caters for the individual needs of students in multi-age classes. Each student has their own Individual Learning Plan (ILP) developed through collaborative processes involving the student, parents and teacher.

Great Ryrie has an attractive, safe and stimulating learning environment, enhanced by relatively new and well-maintained facilities. The school is well resourced in IT, including interactive whiteboards in every classroom and access to student laptops and iPads. Partnerships between parents and staff are encouraged and parents are involved as classroom helpers, in student conferences, school committees, fundraising and social activities.

The work of the School Council and the parent community is evident throughout the school in improved programs, facilities and equipment for students and teachers. A large number of enthusiastic parents and community members provide many hours of voluntary work to support student learning and the smooth running of the school. IN 2016 we engaged in two major parent led initiatives to enhance active student travel to school and healthier canteen services

### Framework for Improving Student Outcomes (FISO)

In 2016 the school targeted strategies under five of the six initiatives that support the government priority areas of Excellence in teaching and learning, Professional leadership, Positive climate for learning and Community engagement in learning, this included;

Building practice excellence by supporting teachers to use data to differentiate learning for each student.

Enhancing curriculum planning and assessment by creating a consistent school wide approach to the teaching of reading, writing and numeracy from Foundation through to Year 6.

Building leadership teams by refining and consolidating current school practice in staff Performance and Development reviews.

Empowering students and building school pride by enhancing current school processes in enabling student voice in learning from Foundation through to Year 6 and enhancing current school practice in student leadership.

Building communities by improving opportunities for parent involvement and participation to support student learning.

A great deal of success has been achieved in all of these areas, still there is more work required to further support teachers in the use of data and to refine the leadership of staff through performance reviews. These will be key focus areas for 2017.

### Achievement

Teacher judgements reflect that our school is performing close to the state median in English and Mathematics and well within the middle 60% of schools, as well as at a similar level to similar schools.

The NAPLAN results reflect lower than expected scores in both Years 3 and 5 and in comparison to previous years.

In Year 3 the results for 2016 are considerable below that of the previous three years in Reading, while Numeracy is higher. Reading was a significant area for review in 2015-2016 and we are continuing to work on improving program development in this area.

NAPLAN results are similar to similar schools in Year 5. Amongst other input measures, English Online is also used to determine the School Comparison for Year 3 NAPLAN. Since there is no 2016 English Online data for Great Ryrie PS, a School Comparison result couldn't be determined. We are working with the department to recover this data.

2016 saw a transition from the AusVELS Curriculum to the New Victorian Curriculum, which is continuing in 2017. This



Curriculum review and restructure has also involved the development and revision of the school's Instructional Model. We are continuing with further development of scope and sequences with a focus on Literacy and Numeracy in 2017.

Professional Learning focus is on using data for targeted teaching within a Coaching Model to support improvement in teaching practice in differentiating to address student learning needs.

**Curriculum Framework implemented in 2016**  
(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

**Engagement**

In 2016, a Professional Learning Team worked to discuss and document how student voice is incorporated into the curriculum. Parents were also surveyed about how they perceived their involvement and engagement in their own children learning. This continues to be a focus in 2017 through the review of the current Inquiry topics running throughout the school.

As well as providing a full and varied curriculum, students also had the opportunity to participate in a number of activities outside the classroom. Extra opportunities offered in 2016 and early 2017 including States School Spectacular, Senior Dance Group, Instrumental lessons, Junior and Senior Orchestras and Chess Club. We have encouraged and utilized parent expertise in implementing a lunchtime Code Club encouraging students to practice and share their knowledge with others. We continue to build an extensive leadership program within the school from F-6. Our Year 6 students were involved in a leadership forum with neighboring schools, which led them to assist in the organization and implementation of whole school initiatives such as Active Travel and Nude Food challenges. These programs involve a grade representative from each class, who work collaboratively to promote sustainability at our school.

A successful Fete in 2016, saw improved parent engagement and parent voice and resulted in bringing the wider community together. In 2017, the whole school production offers opportunity to enable both students and parents to showcase their interest and abilities in the performing arts.

**Wellbeing**

Non-attendance and late arrival data was regularly discussed, and presented during staff meetings. Teachers are given the responsibility of following up absences with parents and implementing plans to improve attendance. 2016 saw an AP appointed to managing wellbeing who together with the Chaplain, supports families and students with attendance issues. The Chaplaincy program continues to be beneficial to all students requiring extra support, and involves programs such as Social Skills Intervention, Seasons for Growth, Friendship Groups and Connections. Our multi age Connections and Buddy program continue to address overall connectedness to school. Connections this year will see activities and circle time aligned with the personal and social capabilities of the Victorian Curriculum.

The Maroondah Student Wellbeing Survey was conducted in 2016 and an Action Plan developed to address identified areas of concern. This partnership with Maroondah council has proved successful in enabling our school to gather current data to direct future programs needed to improve the wellbeing of our students. 2016 data trends show that our risk factors for current Year 5 & 6 students are anxiety and stress. Our target this year is to implement programs that will reduce anxiety and stress levels to be below the Maroondah average.

Positive affirmations can be seen throughout the school such as the weekly bucket filler awards, encouraging students to show kindness and respect and the weekly student of the week awards reflecting the whole school values.

Inclusiveness continues to be a strong focus at Great Ryrie due to our high population of EAL and Refugee students. Homework Club is offered weekly, to support EAL and Refugee students and families. It provides a hub for parents to meet, feel part of the school and connect with outside agencies.

In 2016 we joined the Achievement Program. The Active Travel sub-committee consists of both parents and teachers who have worked hard to promote walk and ride to school days and healthy eating. As a result, accreditation for Physical Activity will be awarded early in 2017. Our future goal will be to focus on the development of an action plan to address the Social and Emotional Wellbeing section of the Achievement Program Framework. We hope to achieve this through participation in the Resilience Rights and Respectful Relationships partnership with Ringwood Secondary College. This program will be implemented throughout the school, to build improved emotional literacy and resilience in our students.

For more detailed information regarding our school please visit our website at  
[www.greatryrieps.vic.edu.au](http://www.greatryrieps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.




Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.





Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 519 students were enrolled at this school in 2016, 245 female and 274 male. There were 30% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</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 year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p><b>NAPLAN Year 5</b></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 year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>58%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>45%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>45%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>47%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>55%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	58%	11%	Numeracy	35%	45%	20%	Writing	25%	45%	29%	Spelling	33%	47%	20%	Grammar and Punctuation	27%	55%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	32%	58%	11%																							
Numeracy	35%	45%	20%																							
Writing	25%	45%	29%																							
Spelling	33%	47%	20%																							
Grammar and Punctuation	27%	55%	18%																							





## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>93 %</td> <td>94 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	91 %	93 %	93 %	94 %	92 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	91 %	93 %	93 %	94 %	92 %										





## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

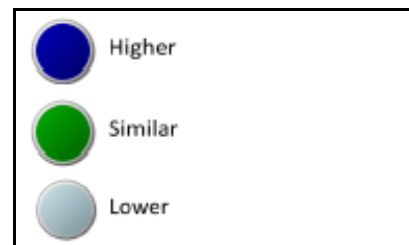
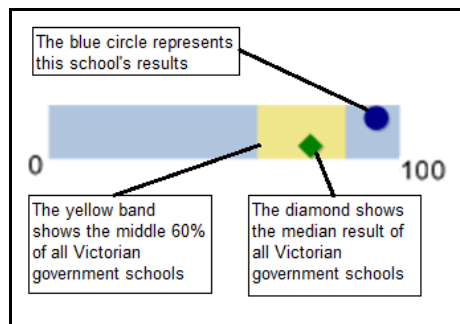
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

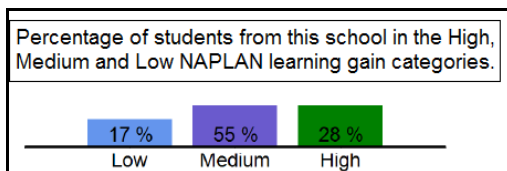
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

Great Ryrie Primary School continues to maintain its strong financial position, with a net operating surplus of \$67,965. This is 100% due to a surplus in our SRP from cost savings attributed to the retirement of senior teaching staff.

The additional \$196K in DET Grants over and above our SRP was due to a credit to cash drawdown of \$164K from SRP surpluses from prior years, \$17K in short term leave reimbursements from staff on Long Service Leave, \$7K from overseas fee-paying students, \$23.5K from CSEF funds and \$1.9K for a Curriculum Planning Grant, that was used to bolster the Professional Learning Budget and enabled us to bring in highly regarded consultants to work with us on strategic use of assessment tools. The \$164K was used to fund additional expenditure on Professional Development, Building Services, ICT Equipment, Furniture and Fittings and Curriculum programs.

The school works to achieve a small operating surplus every year. The Commonwealth Grant of \$3.7K represents payment for the supervision of students training to be teachers. A healthy \$404K is held in funds available moving forward. Of this surplus, \$50K is committed to our annual IT equipment upgrade, \$70K to maintain our ageing buildings, grounds and \$166K to maintain the schools' operating reserve.

Our Fundraising Committee raised a further \$40K, which is largely due to a successful Fete, Super Girly Night and for the first time a School Fun Run. In 2016, we used prior year's funds to construct the bike shed and install a cricket pitch.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,374,008
Government Provided DET Grants	\$604,961
Government Grants Commonwealth	\$3,761
Revenue Other	\$15,559
Locally Raised Funds	\$433,917
<b>Total Operating Revenue</b>	<b>\$4,432,205</b>

Expenditure	
Student Resource Package	\$3,308,999
Books & Publications	\$8,545
Communication Costs	\$7,183
Consumables	\$117,390
Miscellaneous Expense	\$230,225
Professional Development	\$33,707
Property and Equipment Services	\$332,429
Salaries & Allowances	\$207,596
Trading & Fundraising	\$68,232
Travel & Subsistence	\$2,195
Utilities	\$47,740
<b>Total Operating Expenditure</b>	<b>\$4,364,240</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$67,965</b>
<b>Asset Acquisitions</b>	<b>\$15,770</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$124,378
Official Account	\$25,431
Other Accounts	\$254,943
<b>Total Funds Available</b>	<b>\$404,752</b>

Financial Commitments	
Operating Reserve	\$166,007
Asset/Equipment Replacement < 12 months	\$50,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$70,182
Revenue Receipted in Advance	\$46,281
School Based Programs	\$3,423
Other recurrent expenditure	\$68,858
<b>Total Financial Commitments</b>	<b>\$404,752</b>



Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*