

# 2017 Annual Report to the School Community



School Name: Great Ryrie Primary School

School Number: 5478



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian 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 11 May 2018 at 04:03 PM by Douglas Elliott (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 13 May 2018 at 07:30 PM by Richard Bailey (School Council President)



## 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, a Teaching & Learning Coach, three Office Staff, a First Aid Officer, a Reading Recovery teacher, Multicultural Educational Aides, six Teacher Aides, a part-time Library Technician and 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.

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 2017 we engaged in a major whole school musical production and continued our work in two parent led initiatives developed to enhance active student travel to school and healthier canteen services.

### Framework for Improving Student Outcomes (FISO)

In 2017 the school conducted a review of our four year Strategic School Plan to evaluate our progress through four of the six initiatives that support the government priority areas. This included;

Building practice excellence by supporting teachers to use data to differentiate learning for each student and embedding current 'best practice' in Mathematics and English teaching.

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 and developing a 'school instructional model'.

Building leadership teams by reviewing and refining our distributed leadership model along with school implementation of staff Performance and Development reviews.

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

Building communities by improving opportunities for parent involvement and participation to strengthen student learning and engage in school operations.

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 model and enhance staff performance reviews. These remain key focus areas for 2018.

### 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, with overall results in English being generally stronger than those in Mathematics.

The NAPLAN results reflect lower than expected scores in Year 5 in Reading and Numeracy with stronger results over the four-year average than in 2017 and in comparison to previous years.

In Year 3 the results for 2017 are considerably higher than those of the previous three years in Reading and above the median for Victorian schools, while approximating the state median in Reading and Mathematics. Both English and Mathematics were areas of review in 2017 and we are continuing to improve program implementation in these areas.



NAPLAN learning gain from Years 3 to 5 shows room to improve the results further to increase the percentage of students achieving high gain in Numeracy, spelling and grammar with Numeracy requiring the most attention for increased learning growth.

2017 saw the completion of the transition from the AusVELS Curriculum to the New Victorian Curriculum. This Curriculum review and restructure has also involved the development and revision of the school's Instructional and Planning models. In 2018 we are continuing with further development of scope and sequences with a focus on English, as well as Science, Technology, Engineering and Mathematics in 2018.

## Engagement

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 2017 included a whole school musical production of "Super Stan", 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.

## Wellbeing

In 2017 one of our two Assistant Principals focussed on managing wellbeing together with the Chaplain, supporting 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.

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. Our goal in 2017 was to implement programs that 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 2017 we accredited through the Achievement Program. A 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 worked to achieve this through participation in the Respectful Relationships partnership with Ringwood Secondary College.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## 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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 491 students were enrolled at this school in 2017, 240 female and 251 male.</p> <p>35 percent were EAL (English as an Additional Language) students and &lt; 10 percent 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>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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><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> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</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 Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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>27%</td> <td>45%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>56%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>43%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>54%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>54%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	45%	28%	Numeracy	31%	56%	13%	Writing	33%	43%	25%	Spelling	26%	54%	20%	Grammar and Punctuation	25%	54%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	27%	45%	28%																							
Numeracy	31%	56%	13%																							
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## 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><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</p> <p><b>School Comparison</b> 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="553 913 1036 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>93 %</td> <td>92 %</td> <td>94 %</td> <td>91 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	94 %	91 %	93 %	94 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	94 %	91 %	93 %	94 %	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><b>Students Attitudes to School - Sense of Connectedness</b></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>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></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>	Similar

# 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

Great Ryrie Primary School continues to maintain its strong financial position, however 2017 saw our first net operating deficit since the school opened. Although relatively small (at \$29,467) this will be monitored closely to ensure that we do not run down our healthy cash position. This year's deficit was primarily due to a focus on increasing staff levels in all areas to target improved performance outcomes and expenditure on capital works using funds raised in previous years. There has also been a significant increase in the cost of casual replacement staff due to illness with a decision to replace non-teaching staff who are absent, whenever possible.

The \$28.9K in DET Grants over and above our SRP Cash Component was due to \$13K from CSEF funds, \$4.4 for a Curriculum Grant that was used to bolster the Professional Learning Budget and the balance in short term leave reimbursements from staff on Long Service Leave.

The Commonwealth Grant of \$12,032 represents grants of \$7.1K from Sporting Schools Australia, which has enabled students to experience a wide range of additional sport coaching e.g. badminton, rugby, basketball from outside specialists. The balance is payment for the supervision of students training to be teachers.

A healthy \$275K is held in funds available moving forward. Of this surplus, \$50K is committed to our annual IT equipment upgrade, \$48K to maintain our ageing buildings, grounds and \$158,655 to maintain the schools' operating reserve.

Our Fundraising Committee raised a further \$27K, which is largely due to a dedicated and hardworking core of parents and staff, who plan and operate a number of highly successful events each year. In 2017, this helped to fund some iPads and electronic whiteboard projectors.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,646,416	High Yield Investment Account	\$47,810
Government Provided DET Grants	\$514,563	Official Account	\$16,623
Government Grants Commonwealth	\$12,032	Other Accounts	\$211,457
Revenue Other	\$19,123	<b>Total Funds Available</b>	<b>\$275,890</b>
Locally Raised Funds	\$397,496		
<b>Total Operating Revenue</b>	<b>\$4,589,630</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$132,547		
<b>Equity Total</b>	<b>\$132,547</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,588,142	Operating Reserve	\$158,655
Books & Publications	\$7,011	Maintenance - Buildings/Grounds incl SMS<12 months	\$12,387
Communication Costs	\$14,740	Revenue Received in Advance	\$25,238
Consumables	\$123,247	School Based Programs	\$25,337
Miscellaneous Expense <sup>3</sup>	\$195,311	Other recurrent expenditure	\$54,273
Professional Development	\$35,607	<b>Total Financial Commitments</b>	<b>\$275,890</b>
Property and Equipment Services	\$306,634		
Salaries & Allowances <sup>4</sup>	\$242,783		
Trading & Fundraising	\$58,198		
Travel & Subsistence	\$106		
Utilities	\$47,319		



<b>Total Operating Expenditure</b>	<b>\$4,619,097</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$29,467)</b>
<b>Asset Acquisitions</b>	<b>\$12,211</b>

- (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.*