

2018 Annual Report to The School Community



School Name: Great Ryrie Primary School (5478)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 April 2019 at 03:24 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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2019 at 09:05 AM by Richard Bailey
(School Council President)

About Our School

School context

At Great Ryrie Primary School our vision is to provide a 'supportive and engaging learning environment that equips students to constructively contribute to an ever changing world'. Our school motto, "A respectful and responsible learning community", incorporates our three recently revised core values of respect, responsibility and learning, which are a focus of our School Wide Behaviour Support. Our purpose is to provide our students with the best opportunities we can to support their growth and learning.

Our 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, through school committees as well as in 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.

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.

While these remain key focus areas for 2019, the FISO improvement initiatives and strategies selected in the 2019 Annual Implementation Plan include;

1. Building practice excellence by embedding evidence-based and consistent teaching and learning practices in

Writing,

2. Setting expectations and promoting inclusion by enhancing student engagement through the implementation of School Wide Positive Behaviour Support, and

3. Building leadership teams by building the capabilities of the school leadership teams to lead school improvement,

as measured through NAPLAN, Teacher Judgements, Staff, Student Attitude to School and Parent Opinion Surveys.

Achievement

Teacher judgements reflect that our school is performing well above the state median and towards the top of the middle 60% of schools in English, while being close to the state median but well within the middle 60% of schools in Mathematics.

The NAPLAN results reflect lower than expected scores in Year 5 in Reading, with stronger results over the four-year average than in 2018 and in comparison to previous years. The NAPLAN results reflect higher than expected scores in Year 5 Numeracy, and higher than in previous years, which is very pleasing.

In Year 3 the NAPLAN results for 2018 are considerably higher than those of the previous three years in Reading and in Numeracy and above the median for Victorian schools in those areas (well above in Numeracy and higher than for similar schools). There has been a great deal of work over the past few years to improve program implementation in these areas.

NAPLAN learning gain from Years 3 to 5 shows that results have improved, increasing the percentage of students achieving high gain in all areas. While there is still room for improvement in Reading.

2017 saw the completion of the transition from the AusVELS Curriculum to the New Victorian Curriculum and 2018 saw a continued focus on English. 2019 will see a significant focus on Reading while continuing to develop curriculum expertise and resources in the areas of Science, Technology, Engineering and Mathematics.

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. These included celebrations of our 20th Anniversary as a school (which culminated in a community fair), Summer and Winter Interschool Sports, Camps for children in Years 3-6, Senior Dance Group performances, Instrumental lessons leading to Junior and Senior School Orchestra performances, GATEWAYS Challenges and Academic Competitions as well as Chess Club Coaching, Chess Competitions, and Lego and Board Games as lunchtime activities.

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 student leadership program within the school from F-6.

Our Year 6 students were involved 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 great deal of professional learning has been engaged in by staff with a particular focus on Writing and positive student behaviours. School absence rates remain at the lower end of the middle 60% of schools and below the state median, however the significant absences of a few identified students skew this data somewhat. The school is working closely with families where children have been identified as being 'at risk', to support them and their children in re-engaging with schooling. Strategies include regular support group meetings, engagement of DET and outside professionals and agencies and the ongoing development of highly engaging activities and positive reward processes.

Wellbeing

In 2018 our two Assistant Principals and one Leading Teacher focussed on managing wellbeing in conjunction with classroom teachers, support staff, the school Principal and Chaplain.

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 partnership with Maroondah Council and the Maroondah Network of Schools has continued, with ongoing professional learning for teachers in Positive Education and our school has continued to lead the way with the implementation of School wide Positive Behaviour Support.

There has been a steady improvement in data, with better results than in previous years, in both 'student connectedness to school' and student perceptions of the 'management of bullying' 2018 results have moved closer to the state median and there is a corresponding improvement in the four year average.

Positive affirmations continue to be prominent throughout the school, reflecting the whole school values (e.g. weekly bucket filler awards, encouraging students to show kindness and respect and the weekly student of the week awards).

Inclusiveness continues to be a strong focus at Great Ryrie, supporting our highly diverse student population which includes significant numbers 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 2018 we continued to focus on the development of an action plan to address the Social and Emotional Wellbeing section of the Achievement Program Framework, and our participation in the Respectful Relationships partnership with Ringwood Secondary College. This work will be ongoing throughout 2019.

Financial performance and position

Great Ryrie Primary School continues to maintain its strong financial position, returning an operating surplus of \$161,000 after the deficit of -\$29,000 in 2017, which was our first net operating deficit since the school opened. We continue to monitor the greatly increased costs associated with casual replacement staff (where staff are absent due to illness) while committing to replacing all staff (including Education Support staff) whenever possible.

\$49,000 of the \$256,000 DET grants (over and above the Student Resource Package allocation) was received for Targeted Initiatives including; Refugee and Asylum Seeker, Swimming, Respectful relationships, Inclusion Boost, Equipment Boost and Koorie Funding.

The Commonwealth Grants of \$10,776 represents a series of small grants from Sporting Schools Australia, which has enabled students to experience a wide range of additional sport coaching (in areas such as badminton, rugby and basketball) by outside specialists. The balance of this amount is payment for the supervision of students training to be teachers.

A healthy \$351,000 is held in cash funds which are available for special projects moving forward. Of this reserve \$50,000 is targeted to ICT equipment upgrades, \$42,000 to maintain our ageing facilities, \$50,000 to grounds development and \$159,000 to maintain the schools' operating reserve.

Our Fundraising Committee raised close to \$40,000, which is an amazing result, largely due to a dedicated and hardworking core of parents and staff, who plan and operate a number of highly successful events each year which are supported by the wider school community. In 2018, this funded several projects, most significantly the addition of shade cloth over the stepped seating on the edge of the school oval. In 2019 we plan to use these funds to further upgrade our ICT infrastructure, install new playground equipment and replenish aging furniture across the school.

For more detailed information regarding our school please visit our website at
<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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 493 students were enrolled at this school in 2018, 248 female and 245 male.

35 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.6	85.1	78.3	91.6

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	67.9	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	93.8	90.1	82.6	95.3	Similar
Mathematics	90.0	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	81.1	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	81.1	72.5	53.6	87.5	Higher
Year 5	Reading (latest year)	60.0	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	63.3	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	73.1	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	69.0	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	59.2	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	56.6	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	27.5	49.0	23.5
Numeracy	18.0	46.0	36.0
Writing	24.0	42.0	34.0
Spelling	26.0	40.0	34.0
Grammar and Punctuation	18.0	56.0	26.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.5	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	13.7	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	93	93	93	94	93	93	94

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.9	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	80.3	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.1	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	77.8	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,795,365
Government Provided DET Grants	\$573,779
Government Grants Commonwealth	\$10,766
Government Grants State	\$0
Revenue Other	\$13,089
Locally Raised Funds	\$513,719
Total Operating Revenue	\$4,906,718

Equity ¹	Actual
Equity (Social Disadvantage)	\$169,725
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$169,725

Expenditure	Actual
Student Resource Package ²	\$3,710,337
Adjustments	\$0
Books & Publications	\$5,304
Communication Costs	\$4,892
Consumables	\$105,935
Miscellaneous Expense ³	\$272,168
Professional Development	\$20,588
Property and Equipment Services	\$225,556
Salaries & Allowances ⁴	\$262,848
Trading & Fundraising	\$81,091
Travel & Subsistence	\$0
Utilities	\$56,523
Total Operating Expenditure	\$4,745,241
Net Operating Surplus/-Deficit	\$161,478
Asset Acquisitions	\$40,460

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$121,186
Official Account	\$24,959
Other Accounts	\$205,548
Total Funds Available	\$351,692

Financial Commitments	Actual
Operating Reserve	\$159,371
Other Recurrent Expenditure	\$61,411
Provision Accounts	\$0
Funds Received in Advance	\$68,097
School Based Programs	\$34,399
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$628
Asset/Equipment Replacement < 12 months	\$77,231
Capital - Buildings/Grounds < 12 months	\$29,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$430,138

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

- student attendance and engagement at school, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').