

2022 Annual Report to the School Community

School Name: Ringwood North Primary School (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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 May 2023 at 08:30 AM by Kenneth Chatterton (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 19 May 2023 at 04:32 PM by Jacqueline Ferguson (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

School Mission: 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. The Ringwood North PS community values students and community members who are: Respectful, Positive, Neighbourly, Successful. As a Positive Education school, we have developed a school model for community wellbeing: Connection, Health, Optimism, Persistence, Engagement: this model is used as part of our planning and decision-making processes, considering how we are supporting the community to develop in these 5 areas to better impact overall physical, social and emotional health.

Ringwood North Primary School is a learning community of approximately 440 students (2 ATSI students), with 37 (FTE) staff (0 ATSI staff). In 2022, these students learnt in twenty-one classes of straight year levels with three specialist teachers: Performing Arts, Visual Art and Indonesian, with a literacy intervention teacher supporting Year 1 and 2 students. The school is located in the residential area of Ringwood North, between the bustling hub of Ringwood City and Eastland and the rural charms of Warrandyte and Park Orchards. Students come from homes near to the school, with the majority of families living less than 2km from the school. The SFOE index of 0.1623 indicates a social demographic of many dual-income and well-educated families. The community strongly value their child's education and academic outcomes and make considerable effort to support their child's development outside school.

Students participate in a range of programs that develop their knowledge, skills and personal qualities, including: Challenge Based Learning, our camping program, bi-annual school production, instrumental music lessons, road safety and water safety awareness programs and a friendship curriculum, Friendology.

In 2022, similar to many schools in the state, Ringwood North PS was hindered by staffing issues throughout the year, remaining slightly understaffed for most of the year. This meant that many staff were required to take up positions of responsibility or additional programs were interrupted by illness or personal absences. However, despite these interruptions, all classrooms remained unchanged and fully staffed with registered teachers, avoiding any extended periods of time with CRTs or the need to merge classes to avoid this.

Progress towards strategic goals, student outcomes and student engagement

Learning

In order to continue ongoing improvements in literacy and numeracy, there were two priority areas across the school in 2022:

1. improving teacher understanding of early literacy skills; and
2. increasing teacher confidence in catering to a range of ability levels in their classroom.

Actions in both of these priority areas aimed to better meet the needs of students at all levels of ability and to equip teachers to be able to be more responsive in their assessment and instruction. School-wide adoption of early literacy assessments, a common approach to teaching spelling and a renewed approach to the literacy intervention program resulted in significant improvements in teacher knowledge. The effective implementation of the Professional Learning Community (PLC) approach assisted significantly with this process and enabled teachers to identify short-term focuses for classes and groups of children and to share resources and teaching strategies that would benefit these cohorts. Teacher collaboration in student learning was observed to increase throughout the year.

The engagement of Learner First for consultancy in mathematics created momentum in the practice of quick, informal formative assessment to enable checking for understanding frequently and efficiently. These practices also proved to be effective in encouraging greater amounts of student talk and sharing thought processes, again providing greater insight for teachers into student misconceptions in mathematics that they could then reflect on through the PLC process and plan for addressing. As the year progressed, the PLC process identified low student confidence in mathematics to be a significant inhibitor to their learning, leading to expressions of maths anxiety. The tutoring program was able to effectively work with classroom teachers to address this and informal surveys reflected some progress made in the attitudes of individual students.

NAPLAN results indicate strong performance in most areas, with Year 3 students outperforming Similar Schools and the State Average in both Reading and Numeracy. Year 5 Reading results were well above State Average and on par with Similar Schools,

however Year 5 Numeracy results remained below Similar Schools but above State Average. The Year 5 Numeracy results reflected a trend across all 3 cohorts (School, State and Similar Schools) with a 5% drop in performance in 2022 vs the 4-year average; this presents a challenge for all schools to address in the post-lockdown era.

In relation to teacher's efforts to better meet students at their level of need and support all students to make progress, an increase in scores for the 10th percentile and 90th percentile was observed in all scores for Reading and Numeracy in Year 3 and in Reading, Writing and Numeracy for Year 5 students.

Wellbeing

2022 presented some significant and unexpected challenges throughout the year in wellbeing. The year started with great optimism about being able to enjoy consistency and uninterrupted time at school and in classrooms. Unfortunately, the disruptions of COVID continued, especially through Semester 1, and the impact on student and staff attendance created a great deal of uncertainty and anxiety within the community. The Student Wellbeing Officer role played a significant support role throughout the year, in particular working closely with families to improve student attendance.

A traumatic incident in Term 2 created challenges for staff and students throughout the school, however this in combination with an unexpected staff departure proved particularly difficult for one year level. As has been the case many times in the past, the school community showed great support to the families involved and made considerable efforts to help where they could.

Students were observed to struggle with the return to a full-time, onsite program, struggling to get through to the end of the day with the same levels of concentration and energy as teachers had come to expect in pre-COVID times. The noise of the classroom also proved difficult for many students to re-adjust to and the management of social interactions proved difficult, too. These observations led to adjustments in the classroom program and teaching approaches as the year progressed. While students' stamina for school and the school environment started to recover throughout the year, the number of social incidents that were being reported and the burden on teachers and the wellbeing officer to support students through these challenges was significant. Parents frequently found themselves struggling to manage student wellbeing at home, too, and referrals to third party service providers, such as Orange Door, were regularly made. Teachers were expected to be in contact with multiple parents each day to discuss or report on incidents, interrupting time available to reflect on the day's learning and individual student needs, increasing the burden on teachers, too, and impacting staff wellbeing.

As a result of this experience, the school has put great thought into what schooling *today* might require that is different to the pre-COVID school environment. Resources from the Department of Education's FISO 2.0 model are being referred to in conjunction with the school's Positive Education approach to re-design a school environment that is more responsive to student needs, socially, emotionally and academically.

Engagement

The data indicates that Ringwood North PS maintained its performance in school engagement and attendance as on-par with Similar Schools and better than the State Average. However, the trend observed across the state of an average 6 days more absence per child for the year was true across all 3 cohorts (School, Similar Schools, State). Of great concern, too, was the increased number of late arrivals, interfering with student learning and indicative of the many issues parents were dealing with at home, too.

In addition to the support of the Student Wellbeing Officer, the Maroondah network was fortunate to be a pilot network for the Family Engagement Program run by the Centre for Youth Mental Health Services (CYMHS), an opportunity that allowed us to make several referrals to access high-level support for families and students working through difficulties related to student attendance. This program was highly successful in working with the families who engaged closely with the workers and resulted in significantly better attendance for those students included. Unfortunately, it was not a program that was available to all families and even for those referred, not all families were able to engage completely with the support.

Survey response percentages from the community were below the state targets for both parents and staff, there is no clear explanation for why the school's number of responses remain low. While the parent satisfaction measure remained on par with the state average, student indicators for some questions were significantly below the 4-year average for the school; the survey was conducted during the first semester, so some of the challenges identified in the Wellbeing commentary may have played a role.

Financial performance

In 2022, Ringwood North PS managed to pay off a significant outstanding planned deficit from previous years. This repayment reflects the deficit in the budget. The staffing budget was in credit for the first time in a number of years, however, as discussed, this

was offset by the school being understaffed for portions of the year in comparison to other years. In particular, this impacted the administrative support and the leadership band, with work being absorbed by the remaining staff. This in turn led to additional work or responsibilities for teachers in middle leadership roles, contributing further to challenges in staff wellbeing. A long-term workforce plan that indexes staff roles against student enrolments was developed for 2023 and beyond to create a more responsive workforce structure in the current funding climate. The school continues to be funded below the Schooling Resource Standard.

The Outer-East Area was transitioned from the Program for Students with Disabilities to the Disability Inclusion Profile (DIP). This significant change in funding models and the challenges associated with implementing the DIP meant that any new funding for students with a disability was significantly delayed and the associated costs with meeting the reasonable accommodations for these students was absorbed by the school, unfunded.

Funding for the Accessible Schools Program was granted in late 2021 and work commenced and was largely completed during 2022 (with all work complete by early 2023). This funding has provided accessible grounds from the front of the school to the back of the school with there being at least one accessible path available to access every building in the school. This has been a significant improvement in the school's facilities, ensuring that students, staff and parents with short- and long-term disabilities are not disadvantaged or denied access to any learning opportunity or experience.

Equity funding continued to support students with the support of literacy intervention and Tier 2 Disability funding was used for resourcing, staffing and professional learning. A significant portion of the deficit observed is for payments made to creditors for a school camp that was cancelled at late notice at the Department of Education's instruction (due to flooding in parts of Victoria). There remains outstanding an attempt to recover some of these funds through insurance or reimbursement. The sum of these lost deposits and the planned deficit repayment account for the deficit shown in the Financial Summary.

For the first year in a long time, the Outside School Hours Care program (OSHC) operated at a loss. Adjustments to parent charges were made by School Council mid-year, however utilisation figures were well down on pre-COVID times. It is suspected that the drop in utilisation is largely due to the number of families continuing to work from home. This trend in conjunction with the changes in minimum work hours for employees stipulated in the 2022-2025 Victorian Government Schools Agreement (VGSA) and significant inflation (impacting the cost of groceries, in particular) throughout the year are expected to present ongoing financial challenges for this program.

In 2022, it was decided that future locally raised funds will be directed towards a program for refurbishing the existing Oban Pines Hall. This building has been the subject of a number of unsuccessful applications for Minor Capital Works funding from the Victorian School Building Authority (VSBA). Additional funding from the VSBA to assist with this project will continue to be sought.

For more detailed information regarding our school please visit our website at

<http://www.ringwoodnorthps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 432 students were enrolled at this school in 2022, 214 female and 218 male.

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

Overall Socio-Economic Profile

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

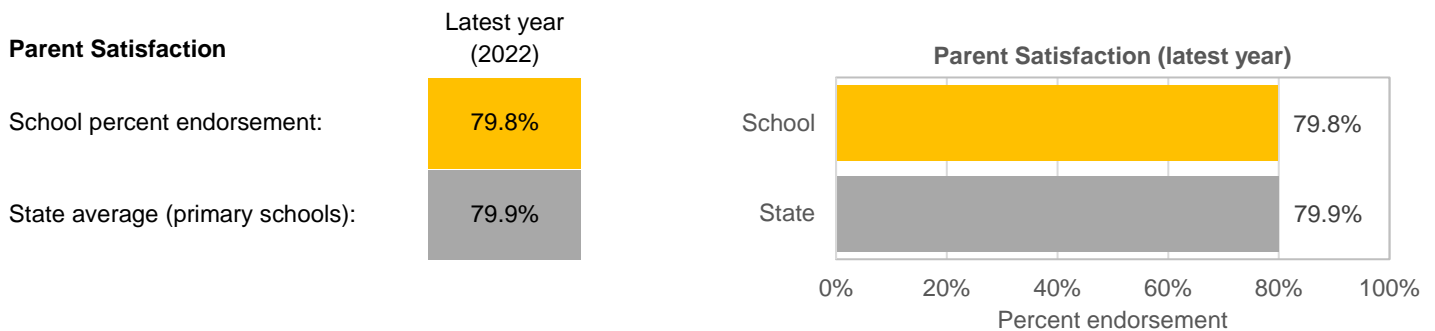
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

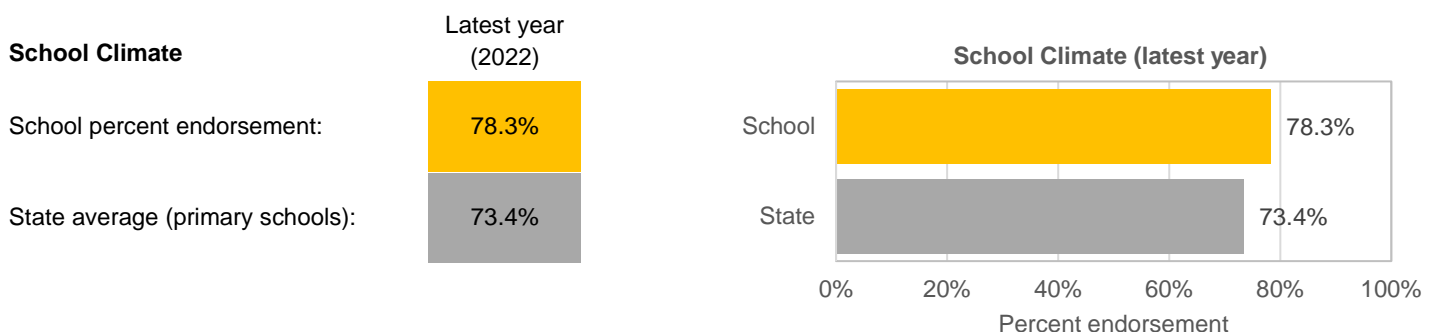


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

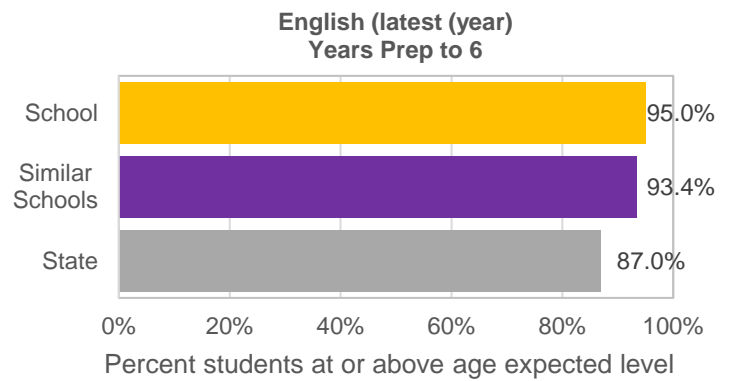
95.0%

Similar Schools average:

93.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

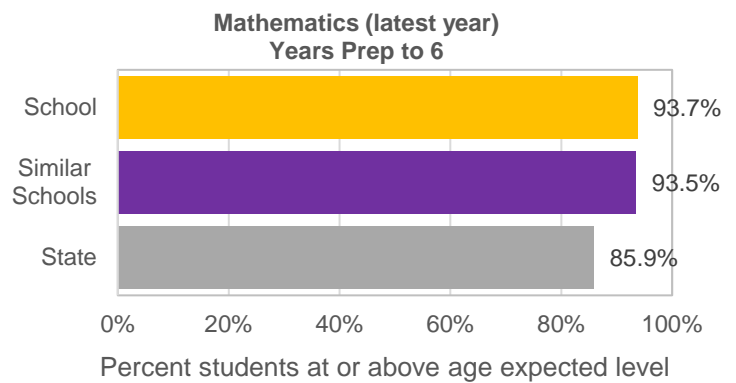
93.7%

Similar Schools average:

93.5%

State average:

85.9%



LEARNING (continued)

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

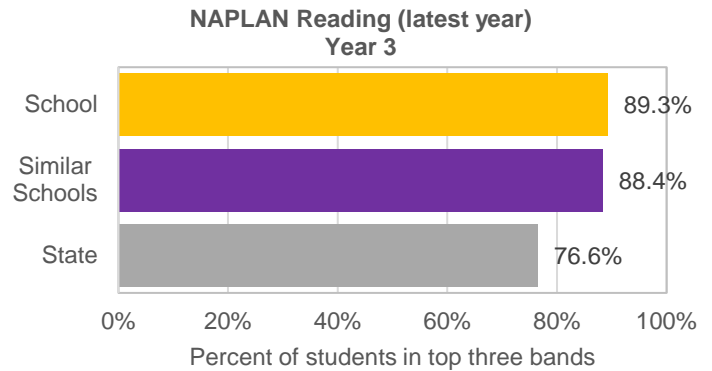
NAPLAN

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

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

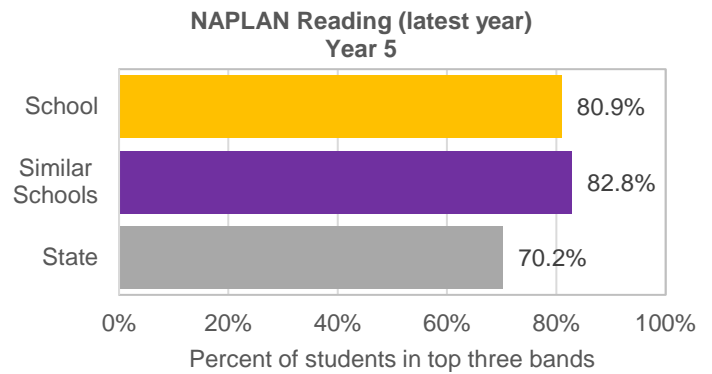
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.3%	85.7%
Similar Schools average:	88.4%	87.7%
State average:	76.6%	76.6%



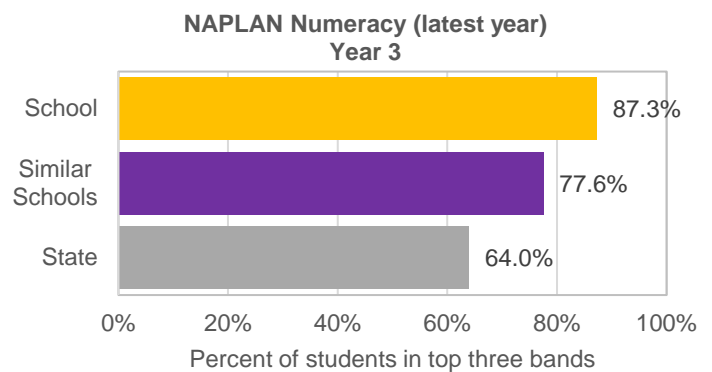
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.9%	79.3%
Similar Schools average:	82.8%	82.3%
State average:	70.2%	69.5%



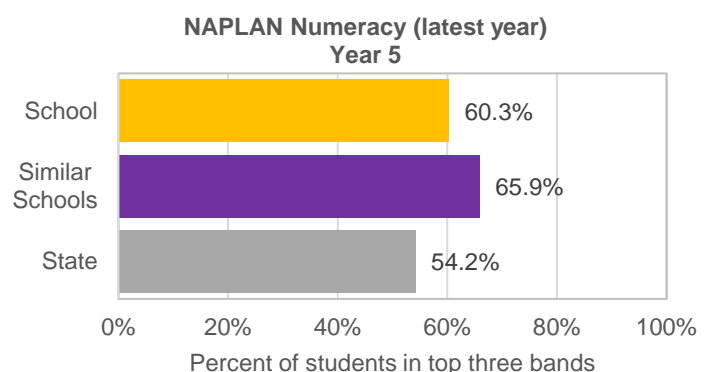
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.3%	83.5%
Similar Schools average:	77.6%	78.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.3%	65.4%
Similar Schools average:	65.9%	71.5%
State average:	54.2%	58.8%



WELLBEING

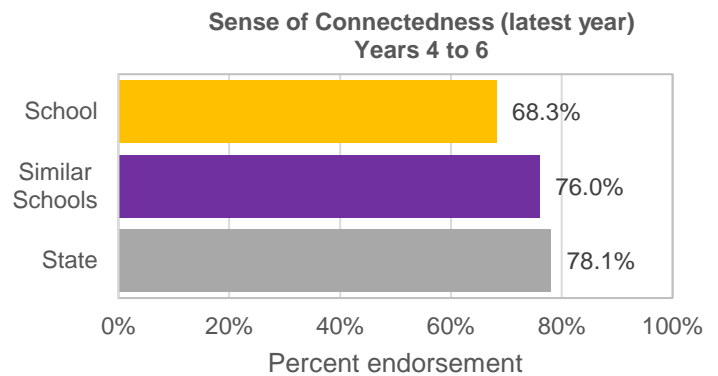
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	68.3%	82.1%
Similar Schools average:	76.0%	77.8%
State average:	78.1%	79.5%

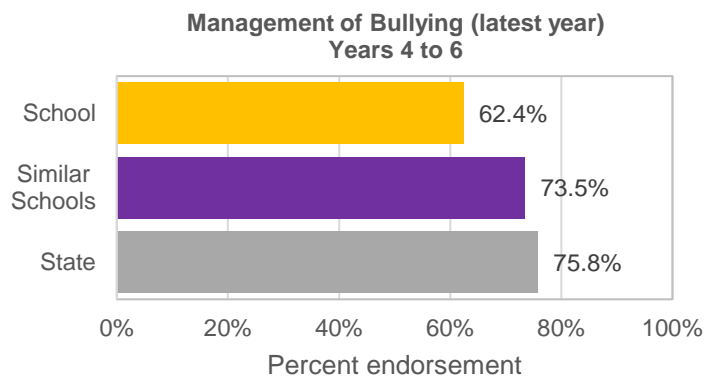


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	62.4%	75.3%
Similar Schools average:	73.5%	77.0%
State average:	75.8%	78.3%



ENGAGEMENT

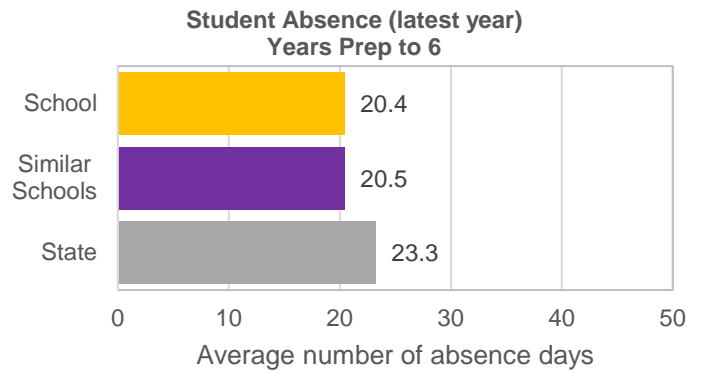
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.4	13.4
Similar Schools average:	20.5	14.0
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	89%	91%	89%	91%	88%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,716,043
Government Provided DET Grants	\$250,181
Government Grants Commonwealth	\$101,013
Government Grants State	\$0
Revenue Other	\$14,298
Locally Raised Funds	\$434,921
Capital Grants	\$24,000
Total Operating Revenue	\$4,540,457

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,542
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,542

Expenditure	Actual
Student Resource Package ²	\$3,693,863
Adjustments	\$0
Books & Publications	\$3,352
Camps/Excursions/Activities	\$209,491
Communication Costs	\$13,366
Consumables	\$84,526
Miscellaneous Expense ³	\$45,228
Professional Development	\$20,344
Equipment/Maintenance/Hire	\$51,895
Property Services	\$125,329
Salaries & Allowances ⁴	\$342,292
Support Services	\$86,122
Trading & Fundraising	\$24,256
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,461
Total Operating Expenditure	\$4,733,526
Net Operating Surplus/-Deficit	(\$217,069)
Asset Acquisitions	\$8,359

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$123,140
Official Account	\$31,910
Other Accounts	\$0
Total Funds Available	\$155,049

Financial Commitments	Actual
Operating Reserve	\$154,734
Other Recurrent Expenditure	\$0
Provision Accounts	\$49,000
Funds Received in Advance	\$106,049
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$309,783

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.