

2019 Annual Report to The School Community



School Name: Riddells Creek Primary School (0528)



- 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 2019 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 16 March 2020 at 01:25 PM by Emma Brooksby (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 24 November 2020 at 09:45 AM by Lachlan Milne (School Council President)

About Our School

School context

Riddells Creek Primary School is a school closely connected to its community and had an enrolment of 326.4 students at the February census. Our semi-rural school is situated at the base of the Macedon Ranges, which is also its local government area (LGA). Riddells Creek is within commuter distance to Melbourne CBD and the school plays a pivotal communication link within the township. The School Family Occupation and Education index was 0.2741. The school employed 20.3 teaching staff and 6.0 support staff in 2019.

As a school we strive to connect our students' learning between home and school by providing timely and effective communication to provide a strong team approach to the education and wellbeing of our students. This 'learning' collaboration between teachers, students and parents is crucial so that the learning is done 'with', rather than 'to' students. Our mission is to ensure our students are curious, creative, motivated and inquiring learners through the provision of a wide range of learning choices, experiences and exemplary teaching.

At RCPS we endeavour to create a vibrant teaching and learning environment that encourages students, staff, and the school community to be critical thinkers with a passion for learning. We wish our students to feel a sense of value in both themselves and others and be aware of their place in and responsibility to the wider community.

Our school production in 2019, The Wizard of Oz, was an outstanding community feature. With two casts and four nights of performance as well as two matinee sessions, it was a full scale event that showcased our students skills and talents.

Framework for Improving Student Outcomes (FISO)

Riddells Creek Primary School focused on the FISO area of 'Excellence in Teaching and Learning'. The 2019 Results (2020 SSP targets in brackets) are detailed below.

Year 3 2019

Top 2 Bands (%)

Reading 61 (60%)

Writing 64 (60%)

Numeracy 40 (60%)

Bottom 2 Bands (%)

Reading 6 (2%)

Writing 3 (2%)

Numeracy 9 (2%)

Year 5 2019

	Reading	Writing	Numeracy
Bottom 2 Bands (%)	2 (2%)	23 (2%)	10 (2%)
Increase High Growth	18 (30%)	16 (30%)	18 (30%)
Decrease Low Growth	33 (15%)	21 (15%)	25 (15%)

It needs to be noted that each year this data changes due to the students participating in NAPLAN changing. Numeracy had a significant focus in our work for 2019 and the actions undertaken in 2019 provide a strong foundation for improvement in results over the long term.

Achievement

Students at Riddells Creek Primary School learn within a supportive environment, which focuses on a positive approach and achieving personal best. At all levels a specific learning focus for Literacy and Numeracy lessons is used to ensure explicit teaching and learning and meaningful tasks. Using the school assessment schedule, all children are regularly assessed to monitor learning success in literacy and numeracy in order to set relevant individual learning goals. We use a range of data sources to provide feedback to students on their learning including formal testing, rubrics, teacher conferencing and peer feedback processes. Staff use our Assessment Schedule and google Drive to carefully track student data. In 2019, the assessment schedule was overhauled to focus on formative assessment. RCPS Teaching and Learning Models were developed and introduced for reading, writing and mathematics.

Teachers are expected to use this information to provide targeted, differentiated learning and to formulate individual learning plans to those who require it. Continuous assessment of students, communication to families and engaging teachers in professional learning centered on quality planning and lesson structure were strategies to address this. Our learning specialists assisted teachers to develop their understanding of the teaching and learning of mathematics and high impact teaching strategies through coaching. The actions taken in 2019, are setting a strong foundation for results growth over a longer term.

Year 3 2019

Top 2 Bands (%)
 Reading 61 (60%)
 Writing 64 (60%)
 Numeracy 40 (60%)

Bottom 2 Bands (%)
 Reading 6 (2%)
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 Numeracy 9 (2%)

Year 5 2019

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A number of targets were not reached. Bearing in mind, these are the targets for 2020 and the changes implemented are expected to provide a long-term yield, the actions set for 2020 certainly reflect that more work needs to occur to ensure consistency in growth and achievement in terms of NAPLAN data.

Engagement

Our core purpose is to value the whole child and the importance of well-being. We promote social responsibility and civic engagement, compassion, resilience, perseverance and independence to capably prepare our students for an ever-changing world both locally and globally.

Engagement means that our students clearly understand their role in the learning process and negotiate how they might best achieve the educational goals appropriate to their stage of learning. Students learn in an ICT-rich environment integrated into all aspects of school life.

Students have specialist classes in art, music, physical education and Japanese. There are opportunities to participate in many other activities including choir, instrumental music, recorder, chess, ukulele band, a biannual whole school production, a camping program, swimming and a range of other sporting activities including cross country, athletics, soccer, netball, football and tennis.

We strive to engage every child in a personalised education that addresses individual interests, needs and potential. The learning integrates digital technology providing different avenues for self-expression, personal reflection and understanding. The use of technology and a learning management system is central to the way our school operates.

Parents, students and teachers use the Seesaw app to view real time learning.

Kinder transition statements are received for each child. This valuable background information allows us to plan for future needs. Similarly, our Grade 6 teachers prepare transition statements for each student as they move to a secondary setting. Parents are given weekly updates about attendance in the newsletter and each student receives an attendance report each semester. Individual learning plans are created for students who are 12 months ahead or behind in curriculum areas to ensure student need is met. This was refined and extended in 2019 in response to data to focus particularly on students 6 months behind in number through a formative assessment cycle and collaborative teacher planning.

In order to maintain the students' high level of engagement, the school opted to up skill in staff training and implementation of the Berry St Education Model. Staff participated in two professional learning days around this program in 2018 and completed the remaining two days in 2019. In addition, a focus for 2019 and beyond included the introduction of the Peer Mediation Program as student leader positions to allow students to work with their peers to problem solve common playground disputes.

Wellbeing

Our wellbeing policy encompasses explicit policies and procedures which support the school community and foster a sense of belonging and appreciation of individuality. Explicit teaching of the values and behaviours that promote community and successful participation as active social citizens.

'In school transition' is also an important focus and addressing the variations between classrooms is a priority. This is to make sure our programs are consistent and seamless, whilst still allowing for the individuality of both teachers and students. Planning for student well-being includes a handover of student information between teachers as well as the opportunity for students to spend time with their new teacher and peers over a three week period in Term 4. Staff in their teaching teams plan, observe and reflect together. This enables a whole school approach to teaching and learning and contributes to the smooth transition between year levels for students. During transition our new preps meet their buddy for the following year who will usually be a grade 6 student. Often a very special relationship is formed which lasts the whole year and beyond.

In order to maintain the students' high level of wellbeing, the school analysed the student attitudes to school data. The results have dipped slightly (no more than 5% across the board) but remain very high. Of note when analyzing the data is the discrepancy between our female students and our male students. Our girls show less endorsement across all areas of the survey and in each year level surveyed. In order to be responsive to the data, we planned to uplift our girls through various programs and activities in 2019 and beyond that were both formal programs and through the teaching and learning program. We saw pleasing results for the girls and naturally, the boys data then dipped in response!

A focus for 2019 included the introduction of the Peer Mediation Program as student leader positions to allow students to work with their peers to problem solve common playground disputes. We remain above our target for engagement and wellbeing and have trained staff in emPower Girls and Revved Up! Programs through the STRIDE foundation.

Improve all the wellbeing and the teaching and learning components of the student ATSS

2016 benchmark	2017	2018	2019	2020 target
73.8	87	89.325	84.775	80

Financial performance and position

All monies held at the school are committed to programs through a program budgeting format and are allocated to classrooms in the form of extra assistance for students needing support, teacher professional learning and the

purchasing of essential materials for student learning. There is a strong commitment to ICT. In 2018, the school was granted \$2.1 million through the State Government to construct new classrooms. This work continued throughout 2019 and will be completed in 2020 and will replace the oldest of our portable classrooms.

The School Council, Principal and Business Manager monitors the financial management of the school through Finance School Council sub-committee meetings and they report directly to the school council twice each term.

The revenue from the Out of School Hours Care program in locally raised funds affords us the capacity to maintain aging facilities and provide a variety of programs for our students. There are also two salaries that are paid through central payroll that are in addition to the SRP and have to be allowed for in the cash budget




For more detailed information regarding our school please visit our website at www.rcps.vic.edu.au

Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 326 students were enrolled at this school in 2019, 168 female and 158 male.

0 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

















Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



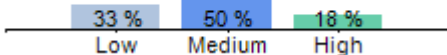
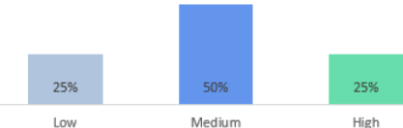
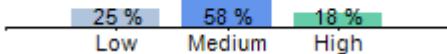
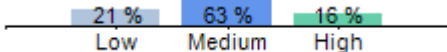
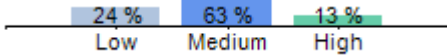
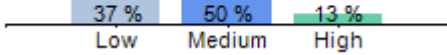
Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ </div> <div> <div>Key:</div> <div> Similar School Comparison Above Similar Below </div> </div> </div>		
Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar </p> <p>Below </p>

Performance Summary

Key:			Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 			Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 			 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison			
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading 	Above 			
	Results: Reading (4-year average) 				
	Results: Numeracy 				
	Results: Numeracy (4-year average) 				
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading 	Below 			
	Results: Reading (4-year average) 				
	Results: Numeracy 				
	Results: Numeracy (4-year average) 				

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■		Key: Similar School Comparison ● Above ● Similar ● Below													
Results for this school: ● Median of all Victorian Government Primary Schools: ◆															
Achievement	Student Outcomes	Similar School Comparison													
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 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 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'.	Reading  <table><tr><td>33 %</td><td>50 %</td><td>18 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table>	33 %	50 %	18 %	Low	Medium	High	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <table><tr><td>25%</td><td>50%</td><td>25%</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p>Statewide Distribution of Learning Gain (all domains)</p>		25%	50%	25%	Low	Medium	High
	33 %	50 %	18 %												
	Low	Medium	High												
	25%	50%	25%												
	Low	Medium	High												
	Numeracy  <table><tr><td>25 %</td><td>58 %</td><td>18 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table>	25 %	58 %	18 %	Low	Medium	High								
	25 %	58 %	18 %												
Low	Medium	High													
Writing  <table><tr><td>21 %</td><td>63 %</td><td>16 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table>	21 %	63 %	16 %	Low	Medium	High									
21 %	63 %	16 %													
Low	Medium	High													
Spelling  <table><tr><td>24 %</td><td>63 %</td><td>13 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table>	24 %	63 %	13 %	Low	Medium	High									
24 %	63 %	13 %													
Low	Medium	High													
Grammar and Punctuation  <table><tr><td>37 %</td><td>50 %</td><td>13 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table>	37 %	50 %	13 %	Low	Medium	High									
37 %	50 %	13 %													
Low	Medium	High													

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: <div></div>		Key: Similar School Comparison <div>Above</div> <div>Similar</div> <div>Below</div>			
Engagement		Student Outcomes		Similar School Comparison	
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>		<p>Results: 2019</p> 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Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ </div> <div> <div>Key:</div> <div> Similar School Comparison ● Above ● Similar ● Below </div> </div> </div>		
Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	\$2,482,501
Government Provided DET Grants	\$176,307
Government Grants Commonwealth	\$270,890
Government Grants State	\$38,440
Revenue Other	\$4,869
Locally Raised Funds	\$451,548
Total Operating Revenue	\$3,424,555

Equity¹

Equity (Social Disadvantage)	\$16,813
Equity Total	\$16,813

Expenditure

Student Resource Package ²	\$2,707,943
Books & Publications	\$4,354
Communication Costs	\$4,815
Consumables	\$63,913
Miscellaneous Expense ³	\$98,375
Professional Development	\$20,947
Property and Equipment Services	\$190,125
Salaries & Allowances ⁴	\$440,327
Trading & Fundraising	\$45,892
Utilities	\$35,955
Total Operating Expenditure	\$3,612,646

Net Operating Surplus/-Deficit	(\$188,090)
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Asset Acquisitions	\$0
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Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$225,763
Official Account	\$53,949
Total Funds Available	\$279,712

Financial Commitments

Operating Reserve	\$142,975
Other Recurrent Expenditure	(\$202)
Funds Received in Advance	\$2,700
School Based Programs	\$30,000
Repayable to the Department	\$40,000
Capital - Buildings/Grounds < 12 months	\$64,000
Total Financial Commitments	\$279,473

(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 26 February 2020 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)

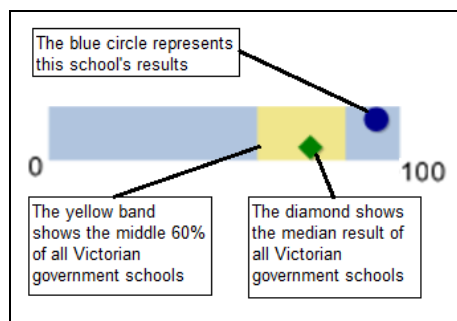
Engagement

- student attendance and engagement at school
- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').