

2018 Annual Report to The School Community



School Name: Rye Primary School (1667)



- 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 24 April 2019 at 08:38 PM by Lachlan Featherston
(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 26 April 2019 at 09:51 AM by Jacqui Salter (School
Council President)

About Our School

School context

Rye Primary School is nestled between Port Philip Bay and the rugged back beaches of the Mornington Peninsula, approximately 80 kilometres south of Melbourne. The school values a commitment to student learning and wellbeing, high expectations for all, a shared vision, best practice, professional learning and our community. The school has 24.1 equivalent full time staff – 2 principal class, 18.1 teachers and 4.0 education support staff.

In 2018 the school student population was 386 students. There were 15 classes from Year prep to grade 6 multi age except in Prep. The school provided specialist lessons in library, physical education, performing arts, visual arts, science and a LOTE program delivered by class teachers and for Year 6 students, Dromana Secondary College staff both face to face and remotely through the polycom system. Our school was supported by 1.1 administrative staff, a full time business manager, a 0.26 library assistant, and 0.31 art assistant as well as 5 integration aides who provided extra assistance to students funded through the Program for Students with Disabilities.

The school prides itself on having a strong focus on delivering a world class education for our students. By working closely with our local community our students are able to participate in a range of experiences to extend our students knowledge and skills. Such things as environmental and water programs, coding through the use of sphero robots, golf coaching at a high standard golf venue, social inclusion events and art projects are some examples. We continue our close affiliation with many local service clubs and are supported by local businesses, volunteers and charities. In 2018 we held our inaugural Spring Gala, a community event supported brilliantly by our school families and wider community. Our students are encouraged to be active participants in the wider community and take part in community events such as ANZAC and Remembrance Day, Seal the Loop, 1000 Hours, environment days, festivals as well as sporting and cultural events. Through involvement and performance in these events our students learn skills and social behaviours appropriate to the situations. Our exceptional students demonstrate our school values of Respect, Integrity and Resilience in everything they do.

Rye Primary School students are encouraged to be independent learners and creative thinkers whose moral character enables them to be productive citizens in a global community. The school provides a relevant, engaging and differentiated teaching and learning program in a supportive environment that fosters deep thinking, creativity and independence. At Rye Primary School, we are proud of our students and community and the achievements they demonstrate.

Framework for Improving Student Outcomes (FISO)

Our FISO foci in 2018 were Building Practice Excellence, Building Leadership Teams and Student Intellectual Engagement and Self Awareness.

Key Improvement Strategies were:

- Build consistency and quality of teaching practice in literacy and numeracy across the school through professional learning teams and documentation of the curriculum in line with the Victorian Curriculum.
- Build teachers' skill in using literacy and numeracy data to plan differentiated teaching and learning.
- Organise and resource staff collaboration to enable teachers to work with, and receive feedback from others in order to progress their practice.
- Develop whole-school mechanisms for providing feedback to students about their learning data and progress and support them to take increasing responsibility for their own learning.
- Implement the Social Emotional Learning program to ensure a shared and consistent implementation of strategies.

- Strengthen the professional learning teams through consistent practices, modelling, coaching and leadership development.
- Develop a whole school professional learning plan that aligns school improvement goals and staff performance and development goals.

We experienced numerous highlights throughout 2018 including but not limited to:

- Our Professional Learning Teams continuing to improve by using a maturity matrix to measure the growth and set goals for the team.
- Through the PLTs, an improvement in consistency across classrooms, sequence of learning and differentiated pedagogical practices.
- Professional learning and training for our PLT leaders focusing on coaching of team members with feedback and self-reflection.
- Resilience, Rights and Respectful Relationships curriculum implemented across the school.
- Action research teams implementing a whole school instruction model and a sequential phonological awareness program.
- Literacy Leaders Program professional learning which resulting in the independent reading program being fully embedded.

Achievement

We achieved a number of our annual implementation plan goals in 2018. It has been our second year as a Professional Learning Community School after completing our training in 2017. As a result of our commitment to initially evolving and now embedding our practices our Professional Learning Teams are collaborating to ensure consistency in practice. Teams have improved the consistency in the process of analysing data, performing research for best practice and directly connecting this to planning and pedagogical practices in the classroom. The improvement in consistency of planning promotes differentiation in teaching and learning.

We have experienced a number of highlights with outcomes in 2018 including- students in the top two bands in Year 5 reading were above state, high growth in reading, an independent reading program based on the research by Di Snowball was established, high growth in writing was above the state average and the implementation of a new writing program that has resulted in positive growth and consistency across the school.

Engagement

In 2018 our goals were focused on student feedback and goal setting. Research and professional learning has been committed in this area to develop staff capacity to effectively deliver this in their daily practice. In classrooms, this has been achieved through a greater focus on one-to-one conferencing in reading and writing as well as differentiated goal setting in reading, writing and maths. This has been a significant highlight and it will remain a focus in future years. Student attendance data is recorded through Compass School Manager. A new follow up electronic text message system for unexplained absences has been implemented along with a school wide process for following up students with unexplained absence greater than three days. Conversations with parent/carers have been successful to set up support mechanisms and individualised plans for attending / returning to school where necessary. As a result, there has been a decrease in the average days absent of 20.3 days per child to 18.3 days per child which is an improvement against the data trend and network data.

Wellbeing

In 2018, we had a group of teachers complete an action research project focused on boys education to gain further understanding from our student attitudes to school survey data. This project incorporated research, forums and further surveys to provide student voice and agency. As a result, the team presented their findings and this has influenced change in the way programs are delivered and opportunities provided.

Rye Primary School actively support students and families through classroom based intervention, wellbeing support services including speech therapy provided through the Department of Education as well as providing access to a private psychologist, social worker and occupational therapist. We have well established relationships with charitable organisations that can provided families in need support. Our year 5/6 students completed a wellbeing survey to provide further information about how they are feeling and this linked with access to programs designed to assist this provided through the Mornington Peninsula Shire Council. Sense of connectedness' is among the lead indicators for the Education State resilience target. Our students recorded 73% positive responses to 'Sense of Confidence' and 76% positive responses to 'Sense of Connectedness.' Sense of inclusion recorded 92% for positive response which is higher than state average (89%). Our positive response to student resilience is 84% which is also higher than the state average.

Financial performance and position

As a school in 2018, we expected a surplus of \$105,549 which was a great result as 12 months earlier we were in a deficit situation. This surplus has resulted from significant staffing changes include staff taking Leave Without Pay (LWOP) and staff retirements. As a result, this has enabled us to employee staff that have are not as expensive. In 2018, we achieved strong results from fundraising efforts which included sausage sizzles, raffles, our inaugural Spring Gala event and numerous successful grant applications. We received great support from our local community through these events and we wish to thank them for their ongoing investment in our school. School Equity funding of \$49,414 in credit supported the ability to deliver programs and build teacher capacity and the equity cash component of \$50,295 enabled the purchase of well researched teaching and program resources as well as supporting staff professional development.

For more detailed information regarding our school please visit our website at
<https://www.ryeps.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 386 students were enrolled at this school in 2018, 177 female and 209 male.

ND were EAL (English as an Additional Language) students and 1 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

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ 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"> 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> 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>NAPLAN Year 3</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Higher</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>NAPLAN Learning Gain 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>58%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>58%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>50%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>34%</td> <td>50%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>42%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	58%	20%	Numeracy	28%	58%	14%	Writing	23%	50%	27%	Spelling	34%	50%	16%	Grammar and Punctuation	36%	42%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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:

Wellbeing	Student Outcomes	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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,774,833	High Yield Investment Account	\$336,582
Government Provided DET Grants	\$298,515	Official Account	\$21,677
Government Grants Commonwealth	\$873	Total Funds Available	\$358,259
Revenue Other	\$27,523		
Locally Raised Funds	\$151,530		
Total Operating Revenue	\$3,253,274		
Equity¹			
Equity (Social Disadvantage)	\$94,364		
Equity Total	\$94,364		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,669,285	Operating Reserve	\$78,356
Books & Publications	\$2,333	Provision Accounts	\$7,135
Communication Costs	\$3,987	Funds Received in Advance	\$69,475
Consumables	\$54,459	School Based Programs	\$18,500
Miscellaneous Expense ³	\$104,785	Funds for Committees/Shared Arrangements	\$11,791
Professional Development	\$22,212	Asset/Equipment Replacement < 12 months	\$57,500
Property and Equipment Services	\$126,670	Capital - Buildings/Grounds < 12 months	\$65,000
Salaries & Allowances ⁴	\$155,819	Maintenance - Buildings/Grounds > 12 months	\$50,500
Trading & Fundraising	\$8,021	Total Financial Commitments	\$358,257
Travel & Subsistence	\$59		
Utilities	\$28,861		
Total Operating Expenditure	\$3,176,491		
Net Operating Surplus/-Deficit	\$76,783		
Asset Acquisitions	\$6,590		

- (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 15 March 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)

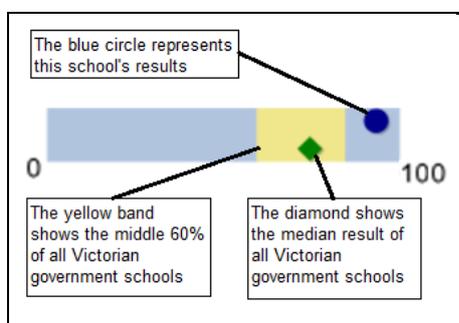
Engagement

- student attendance and engagement at school
- 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).

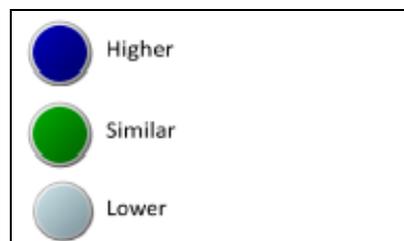


What does *School Comparison* refer to?

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*' 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').