

# 2020 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](http://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 2020 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 25 March 2021 at 10:35 AM by Lachlan Featherston (Principal)

The 2020 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 26 March 2021 at 09:20 AM by Jacqui Salter (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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

Rye Primary School is a highly effective primary school located on the southern Mornington Peninsula surrounded by a proud community and picturesque environment. The school was founded in 1875 and had an enrolment of 415 students in 2020. The school values a commitment to students achieving their personal best in their personal learning and positive wellbeing. This commitment is achieved through a shared vision, staff professional learning, collaborative practices and focus on establishing and delivering best practice. Rye Primary School operated with 29.1 equivalent full time staff, 2 Principal Class, 20.1 teachers and 7 education support staff. In 2020, the principal and assistant principal were both in the second year of acting roles.

The 2020 Rye Primary School structure was made up of 17 classes from Foundation to Year 6, all multi age except in Foundation, Year 5 and Year 6. Rye Primary School provided specialist lessons in physical education, performing arts (music), visual arts and science. Library is delivered by the classroom teacher and LOTE- Japanese for our Year 5 & 6 students was supported by Dromana College via WebEx. Our school was supported by 1.4 administrative staff, a full time business manager, a 0.26 library assistant, as well as 4 education support staff 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. A team of dedicated, experienced and caring teachers taught a comprehensive and balanced curriculum, with the main emphasis on the development of literacy and numeracy skills.

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 historical acknowledgment ceremonies, environmental programs, 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. Due to the pandemic, this was challenging in 2020 but not defeated as variations were successfully enabled.

When the circumstances allow, 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, ISEA, Icare, environment days, festivals as well as a wide variety of sporting and cultural events. Through involvement and performance in these events our students learn skills and social behaviours appropriate to the situations as well as building knowledge beyond the classroom. Our exceptional students demonstrate our school values of Respect, Integrity and Resilience in everything they do.

Throughout 2020 our students, staff and school community demonstrated their flexibility and dedication to learning throughout the varying circumstances impacting schools. The systems and processes in which the school operations were managed evolved in a manner which championed learning continuity whilst understanding being mindful of the variety of challenging situations being faced at home.

### Framework for Improving Student Outcomes (FISO)

In February 2020 our school was reviewed as part of the 4 year School Review Cycle. Key community highlights were identified by the panel as the:

- achievement of a positive school culture through building relationships with families, local businesses and community organisations.
- development of a learning culture that valued and supported professional learning to improve teaching practice.

Following the completion of the school review process key improvement areas were identified. The Panel found that:

- the development of a consistent instructional model was in progress and that the implementation of evidence-based HITS was evident but not consistent throughout the school. Whilst the Professional Learning Community (PLC) approach was achieving improved practice through team work and shared learning, evaluating the impact of teaching

strategies and providing or receiving feedback on teaching practice were identified as areas for improvement.

- the school utilised a data driven inquiry cycle in PLT meetings to support teachers to collaboratively analyse student data, identify learning gaps and plan for future learning. Curriculum planning showed that content and instruction was differentiated to varying degrees to meet students' learning needs. However, a continued focus on formative assessment would assist in providing continuous feedback about student progress against the Victorian Curriculum learning continuums.
- student ownership of their learning was at an early stage. Whilst students were provided with avenues for some choice and personal goal setting, further work to develop this area will continue to improve practices enabling them to influence the curriculum design through reflection and feedback or to actively participate in monitoring and evaluating their own learning.

A new strategic plan for the 2020-2024 cycle was written to improve on these areas. Our FISO foci in the 2020 annual implementation plan were: Building Practice Excellence, Empowering Students and Building School Pride and Setting Expectations and Promoting Inclusion. Detail about the actions that were taken in 2020 can be found below under Achievement, Engagement and Wellbeing.

In 2020, due to COVID 19, we moved to remote learning for extended periods. During this period our staff embraced the challenge of flexible teaching and learning online. The initial format was developed collaboratively with the PLT leaders using the familiar platform (Compass). Our program evolved and was refreshed from feedback of all stakeholders. At all times flexibility, communication and the wellbeing of our staff, students and families were our key focus. To cater for family diversity our broad range of learning opportunities included onsite teaching, hard copy take home resources, synchronous lessons and tasks, and asynchronous teaching through Webex. This live teaching included one on one conferencing, small group learning and whole class wellbeing activities.

We experienced numerous highlights throughout 2020 including but not limited to:

- Further development of our structured School Improvement Team
- Appointing 2 x Learning Specialists ( 1 x Literacy / 1 x Numeracy)
- Our Professional Learning Teams worked with Sophie, a practice instructor
- PLT teams continued to meet regularly
- Professional learning focused on online assessment and student voice.

### Achievement

To improve student outcomes we aimed to embed the instructional model consistently across the school and to strengthen the implementation of the high impact teaching strategies. Throughout the year PLTs have had a continual focus on including the HITS as a focus element into their learning cycles. In Term 4 we held the Instructional Model Professional learning session for staff to assist in ensuring a clear and consistent understanding. Classroom observations indicated that there has been significant learning amongst staff and as a result, a more consistent understanding across the school for the roles of the teacher and students in all components of the instructional model and HITS.

During remote learning our planning of lessons continued to be based on the instructional model. PLT leaders began to explore individual high impact teaching strategies and in PLT meetings the HITS were aligned to the inquiry cycle.

To further embed the practices during 2021:  
 PLT leaders will continue to focus on HITS during their improvement cycles.  
 Teachers will continue to refer to the instructional model during lessons in their classrooms. The student role in the instructional model will be reinforced as there are some discrepancies between the junior and upper school. Anchor charts will be created and displayed in classrooms.  
 Teacher lesson observations will occur to monitor, provide feedback and coaching for classroom teachers.

### Engagement

During 2020 we built teacher knowledge and capacity to activate student voice and agency within the classroom. All teams completed the Amplify modules while working from home.

Many teachers have trialled, using their new knowledge and strategies, to promote student voice in their learning:

- The Year 6 teachers have sought student input on assessment rubrics and asked them to choose their own topic and presentation style for a passion project.
- The Year 1&2s have set up expert groups for inquiry that the students decided on and have worked together to deliver information to the class about their group structure, how they want to complete their activity and have broken down what each role will be, eg what you should do if you are the note taker, group leader. "It has been amazing to sit back and be the facilitator and watch them negotiate and work together to reach an outcome."
- The Year 3&4s have been running a weekly class meeting. During this time, the children are given the opportunity to share feedback on what we have been doing in our key learning areas and how they might like to improve or alter these future lessons/activities to suit their learning needs and interests. Year 3&4 students also have time allocated throughout the week to work on their choice of learning goals. They are beginning to manage this well by preparing for their learning and monitoring their goals.
- During remote learning the art teacher met with the art leaders via Webex to ask for their input and help plan live lessons and created work examples. Since returning onsite they have run an art competition, making posters, advertising to students, organising prizes and judging the winners. Year 6 students have met with a local artist and provided ideas for a music mural. The Year 3/4 students have created an assessment rubric for the sculpting unit of work.

During term four each level team identified a proposition for future implementation. Representatives from each team met and collated the propositions in order to provide direction for the 2021 AIP. The action for the new AIP is "Develop an approach and build teacher practice to empower student voice in creating and implementing investigative (inquiry) learning."

### Wellbeing

During 2020 preparations were put in place in order to embed a whole school approach to promote student positive wellbeing and respectful engagement. The STRIVE team held regular meetings and developed the program during remote learning. They consulted with school student leaders who had input and put together a video explaining the program to staff. In term four the team held a two hour engaging session to launch the program to all staff.

The staff launch involved learning stations for small groups of staff to visit and gain a deeper understanding of each element. A published booklet and poster for provided for each staff member. Staff have begun to use the language with students.

Health and wellbeing supports were prioritised for staff, students and their families during the remote learning period.

STRIVE will be launched to students and our school community at the beginning of 2021. All students will participate in a sequence of lessons during first term. The STRIVE language will become consistent in classrooms and the yard.

Staff will undertake professional learning about the zones of regulation and the year three and four students will do a six-week intensive program taken by educational psychologists. The updated classroom behaviour management approach will be implemented.

### Financial performance and position

While the Net Operating surplus is showing a figure of \$711,605. the school in 2020, carried forward a surplus of \$313,100.00 of which we drew down in cash the amount of \$209,189.00 from 2018/2019 which assisted with enabling the many and varied capital improvement works that are evident throughout the school site.

Due to school closure and lockdowns, the school experiences a large under expenditure in general school operations, this added to the available funds that could be utilized to improve the much needed overall school site appearance, classroom infrastructure and ground work developments.

Additionally the school received a Federal Grant of \$100,000.00 (\$30,000.00) received in early 2020 and the balance of \$70,000.00 paid in early 2021.  
Equity funding of \$ 68,450.00 (cash), plus \$28,000.00 from community and Sporting support groups.  
Swimming in schools DET funds unused in 2020 added to this surplus figure.

**For more detailed information regarding our school please visit our website at**  
<https://www.ryeps.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.

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 415 students were enrolled at this school in 2020, 187 female and 228 male.

NDP percent of students had English as an additional language and 2 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.

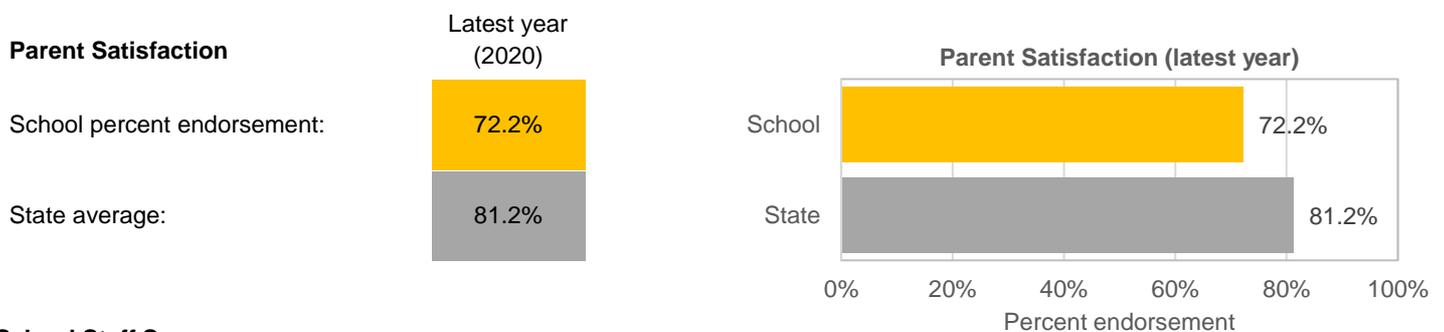
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

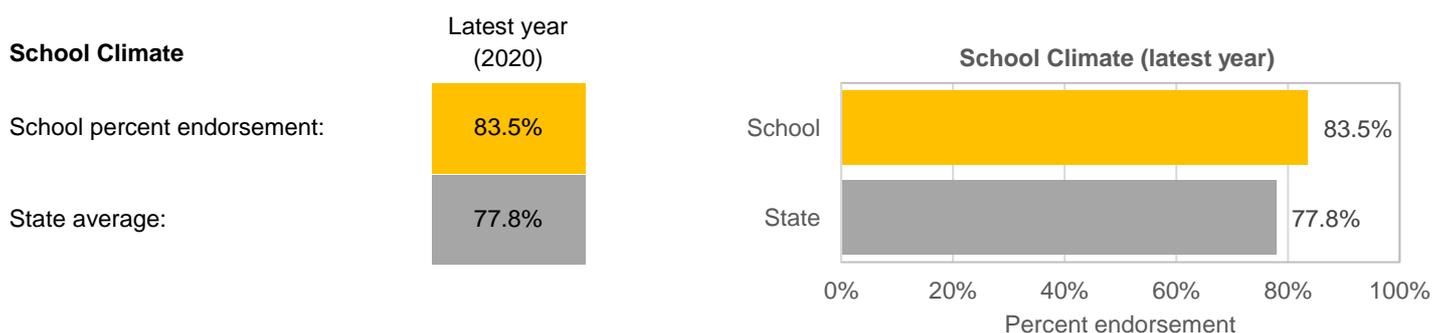


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2020)

School percent of students at or above age expected standards:

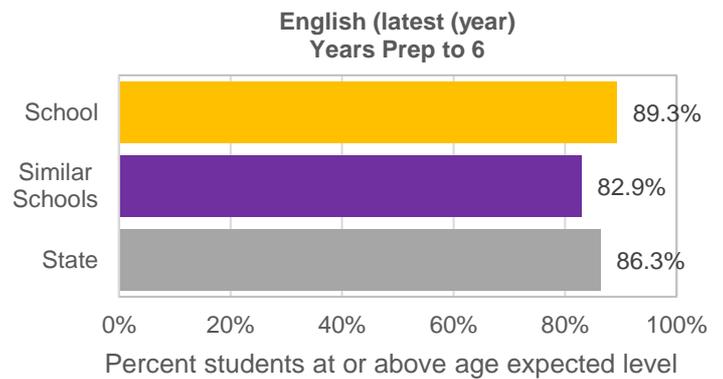
89.3%

Similar Schools average:

82.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

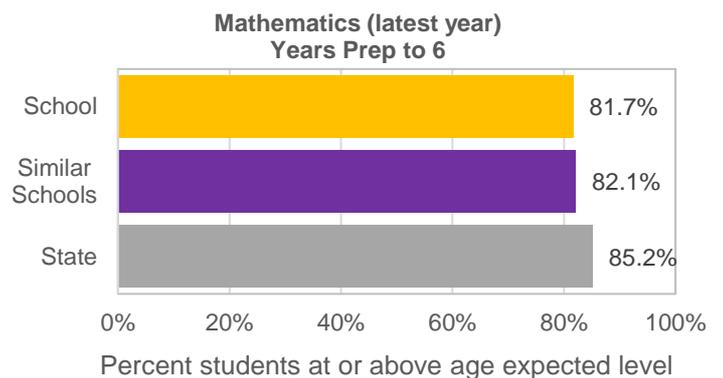
81.7%

Similar Schools average:

82.1%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

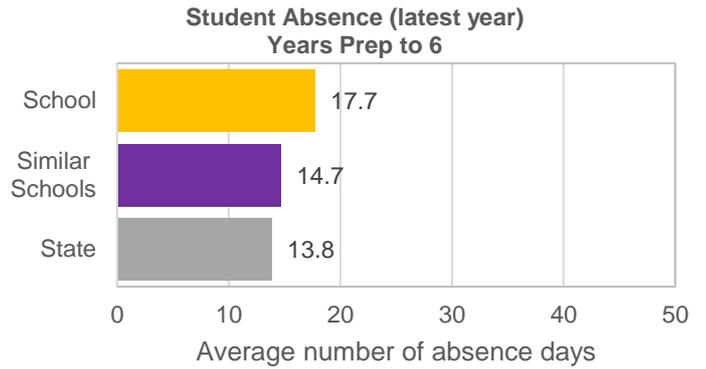
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.7	19.2
Similar Schools average:	14.7	15.7
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	90%	94%	88%	90%	91%	92%

## 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.

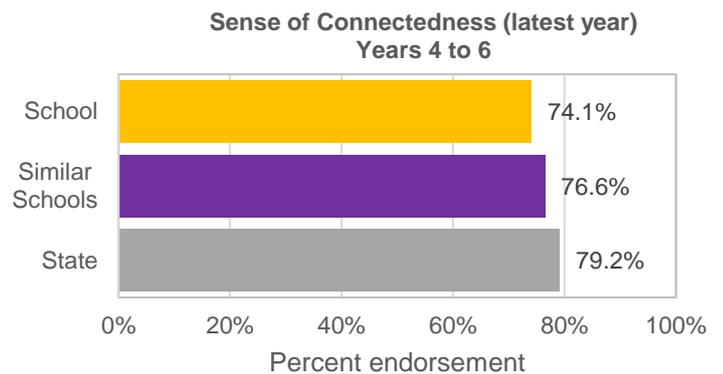
### Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	74.1%	77.9%
Similar Schools average:	76.6%	78.7%
State average:	79.2%	81.0%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

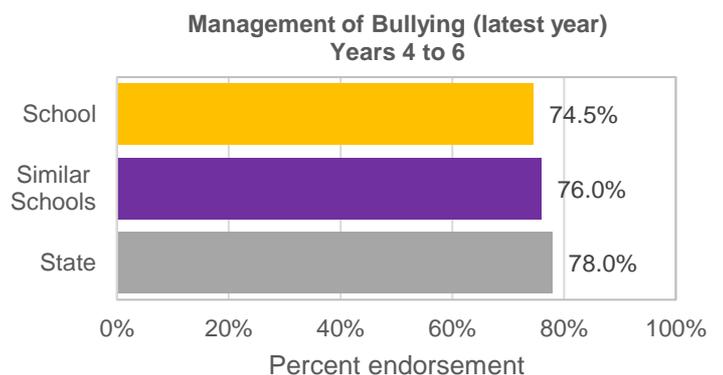
### Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	74.5%	78.3%
Similar Schools average:	76.0%	78.9%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,296,365
Government Provided DET Grants	\$665,394
Government Grants Commonwealth	\$135,098
Government Grants State	\$4,700
Revenue Other	\$10,314
Locally Raised Funds	\$111,718
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,223,589</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$136,228
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$136,228</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,071,541
Adjustments	NDA
Books & Publications	\$1,666
Camps/Excursions/Activities	\$35,270
Communication Costs	\$8,598
Consumables	\$79,233
Miscellaneous Expense <sup>3</sup>	\$16,404
Professional Development	\$7,789
Equipment/Maintenance/Hire	\$97,183
Property Services	\$91,199
Salaries & Allowances <sup>4</sup>	\$1,469
Support Services	\$62,389
Trading & Fundraising	\$5,233
Motor Vehicle Expenses	\$2,787
Travel & Subsistence	NDA
Utilities	\$31,220
<b>Total Operating Expenditure</b>	<b>\$3,511,983</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$711,605</b>
<b>Asset Acquisitions</b>	<b>\$316,618</b>

- (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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$370,790
Official Account	\$3,835
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$374,625</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$59,346
Other Recurrent Expenditure	\$18,566
Provision Accounts	NDA
Funds Received in Advance	\$15,349
School Based Programs	\$12,619
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$4,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$125,000
Maintenance - Buildings/Grounds < 12 months	\$105,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$374,880</b>

*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.*