

# 2021 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 2021 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 2022 at 10:37 AM by Lachlan Featherston (Principal)

- This 2021 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 05 May 2022 at 07:39 PM by Jacqui Salter (School Council President)

## How to read the Annual Report

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### 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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).

#### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## 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.

'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 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

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### School context

Rye Primary School is a highly effective school located on the southern Mornington Peninsula in a picturesque environment. The school was founded in 1875 and is supported by a proud community. In 2021 we had an enrolment of 415 students with enrolments remaining stable for the past two years. However there was an increase in transient families during the second half of 2021; the effect this may have on enrolments in the future is unknown.

Our school provides a friendly and caring learning environment where students are supported to achieve their personal best in their individual learning, growth and positive wellbeing. Our students are encouraged to act with our school values of Respect, Resilience and Integrity. Our aim is for students to become lifelong learners and this is supported by our positive wellbeing program which was developed by our staff based on best practice research. The STRIVE Positive Wellbeing program is implemented in classrooms through lessons, mindfulness and reflective practices. Rye Primary School actively encourages partnerships with local organisations such as the Rye Sailing Club, Rye RSL and the Mornington Peninsula Shire Council Youth Focused Services to provide additional learning opportunities for our students.

The Principal is supported by one Assistant Principal who oversees the school's Student Wellbeing programs and services, one Leading Teacher whose role focuses on teaching and learning practice and curriculum development across the school, and one numeracy Learning Specialist and one literacy learning specialist. Both learning specialists oversee curriculum development and teacher training for their curriculum area including instructional coaching. The School Improvement Team is formed by these staff members.

The Rye Primary School teaching staff is made up of 28 teaching staff, 23 full time and 5 part time. Year Level Professional Learning Team leaders guide curriculum development and best teaching practice in each year level based on individual student's needs. The staff are a mix of graduate to experienced teachers.

Non-teaching staff include the Business Manager, two administration staff, one grounds and maintenance (outsourced contracted), a library technician and seven education support staff. There are 18 classes and an extensive specialist program which includes Physical Education, Visual Art, Library, Performing Arts, STEM /ICT, and LOTE - Japanese. In addition to formal lessons in these areas, students benefit from additional access to a wide range of programs including sailing, swimming, choir, camps, inter-school sports, excursions, and school based activities plus a bi-annual performance.

Rye Primary School has attractive, functional, well maintained and well-equipped buildings and grounds that students are proud of. The grounds incorporate elements of students and indigenous inspired art work as well as local indigenous plants. The 18 engaging classrooms feature large LED screens, access to ipads or touch screen laptops and a broad range of materials to support student learning. Many of the rooms can operate as a double classroom to enable a team-teaching environment.

The learning facilities for specialist subjects include a large well-resourced library, a computer lab, teacher resource room, a performing arts/music room and stage area, a spacious art room, an indoor stadium with a timber multi-sport court, change rooms, two synthetic outdoor basketball courts and intervention spaces.

The local community also enjoys the use of the school's outdoor facilities with clubs and sporting groups holding training sessions after school.

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### Framework for Improving Student Outcomes (FISO)

Rye Primary School aimed to continue its focus on the FISO dimensions identified through our annual implementation plan, however due to the changing situation throughout 2021, changes were made to our priorities. Below is a summary of our progress towards the adjusted FISO improvement initiatives and annual implementation plan priorities.

#### Learning, Catch up and Extension Priority

Our key improvement strategy (KIS) aimed to improve curriculum planning and assessment and included developing clarity between the curriculum, learning intentions, success criteria, worked examples, learning activities and assessment. An important aspect of this strategy was for structured instructional coaching and peer observation to occur. Unfortunately, due to another shift to remote learning during the pandemic, we were not able to implement a consistent approach to instructional coaching and peer observation. However, teachers were able to make progress towards other elements of our KIS. Teachers and teams made strong progress with relevance to curriculum planning, learning intentions, success criteria, worked examples and learning activities. The extensive remote learning periods allowed staff to have a focused approach on explicit teaching whilst planning learning activities to ensure the most effective outcomes for students to engage in at home. The tutor learning program complemented the classroom learning focus and supported students with additional sessions online.

#### Happy, active and healthy kids priority

We are very proud of the actions we were able to achieve in this area given the impacts of remote learning. Our STRIVE Positive Wellbeing Model was introduced school community at the beginning of the year in an afterschool event. The support and contribution everyone made to a success event which engaged families and our school community in the program made it a success. As a result, STRIVE has been embedded as a key part of our school operations. STRIVE lessons are taught in the classrooms, and reflective and mindful practices are implemented to enable the development of individual emotional wellbeing. The classroom learning in this area was impacted by remote learning, although this created an opportunity to utilise STRIVE as a cornerstone of our approach to supporting staff, students and families through the home learning period. Our staff implemented lessons in daily whole class catch ups as well as a STRIVE learning matrix being developed for students to complete at home. STRIVE achievement awards have been developed to ensure students are celebrated for achieving their personal best.

#### Connected School Priority

Our KIS in this area was initially focused on building communities through the further development of online platforms to engage parents in an understanding of the academic growth of their child and by maintaining the positive connection between home and school from the previous year's remote learning period. Ideally, this was to be further developed with students engaged in learning onsite. This however wasn't the case as students spent a further significant amount of time in remote learning. As a school we focused on keeping our online systems as simple and accessible as possible for families. Compass was already established in the school and this was again used to deliver weekly learning matrix and communication. WebEx was a safe and simple online video conferencing platform which had been successful in 2020 and utilised again in 2021 to deliver online whole class meetings, small group lesson and individual conferences. It was also utilised for parent/teacher meetings.

To maintain connection and consistency with the school community when using Compass a parent survey was developed and the results analysed to guide the establishment of a communication planner for staff to follow.

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## Achievement

Throughout the year while students worked onsite and during remote learning periods we aimed to further develop consistency across the school in all year levels and specialist subjects. Maintaining student growth through focused and explicit teaching was a priority which was delivered online through multiple strategies including year level learning matrix tasks, whole class sessions and small group sessions, as well as targeted individual sessions for students. Learning Tutors were utilised to deliver support for students identified as requiring further intervention.

Our staff were incredibly supportive of one another throughout the year and notably during remote learning though the way they collaborated, shared knowledge and developed meaningful learning tasks. Students responded well to the learning tasks, online teacher run sessions and the online resources that were utilised to differentiate for individual learning needs.

A targeted learning approach was implemented upon students return to face-to-face learning through a 'learning sprints' model where students received intensive focus for a set period of time to boost learning during term four. As a result, student learning continued to grow based on assessment and teacher judgement methods. Our Naplan data will continue to offer areas of improvement, notably in Year 5 writing and numeracy.

Our School Improvement Team undertook professional learning in Instructional Coaching with Growth Coaching International. This occurred early in the year and although its implementation at school was delayed due to remote learning, great progress was made once staff returned onsite.

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## Engagement

Rye Primary School prides itself on being a safe, inclusive and connected environment for students and we are proud of the programs and structures we have to support students. Although 2021 was a challenging time for students, they still demonstrated a strong sense of connectedness which was higher than the state average on the Attitudes to School Survey data. Students are always actively encouraged to Strive to Achieve their personal best and this is supported by the STRIVE positive wellbeing model.

Student absence remained as an area of focus in 2021. The average number of absent days remained similar to the year prior at 17.6 days per child although there was an improvement in reducing unapproved absences. Our records indicate many absences were due to illness, and as we had experienced significant restrictions and lockdowns, many families took the option of taking a holiday when the situation allowed. School staff worked closely with families through the remote learning period to maintain connection and engagement and during the return to school supported students that experienced any difficulties in coming onsite.

When students returned to onsite learning, our staff actively engaged in running lunchtime programs and clubs for students. A staff member and Year 5 students undertook Play Leader training and began running games and activities for junior students to join into in the school yard at recess and lunchtimes.

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## Wellbeing

In the two years prior to 2021, our staff had researched and developed a positive wellbeing model tailored to suit our needs at Rye PS. As a result, STRIVE Night was held at the start of 2021. The launch night included learning stations for each element of STRIVE run by students, staff and local community members. The event was well attended by students and families and was an important step in communicating the program to our school community. The program provided an important platform throughout the remote learning period and students engaged in learning tasks provided on a matrix.

During the remote learning period, student wellbeing was of the highest priority. As a result, significant supports were put in place to ensure a high level of student engagement in the online class meetings and learning sessions. Staff were responsive and contacted families by phone and provided additional supports as needs were identified. Care packs donated by local business such as Blairgowrie Foodworks were provided to families who were finding the situation challenging. Students identified as 'at risk' or PSDMS funded were offered onsite supervision with flexibility to include families identified with increased need at different times.

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## Finance performance and position

Rye Primary School has maintained a sound financial position throughout 2021 with the school operating within the 2021 Program Budget which was ratified by school council.

The 2021 Annual Implementation Plan provided a framework for the school council allocation of funds to support school programs and the educational outcomes of all students. The schools surplus shown on the 2021 Commitment Summary contains funds saved over the past years for the school funded capital works program for the much needed lighting and painting upgrades for classroom learning spaces.

At the end of 2021, Rye PS entered into a two year agreement with Theircare to run Out of Hours School Care (including holiday program) in a room allocated by the school.

**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 2021, 191 female and 224 male.

0 percent of students had English as an additional language and 3 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).

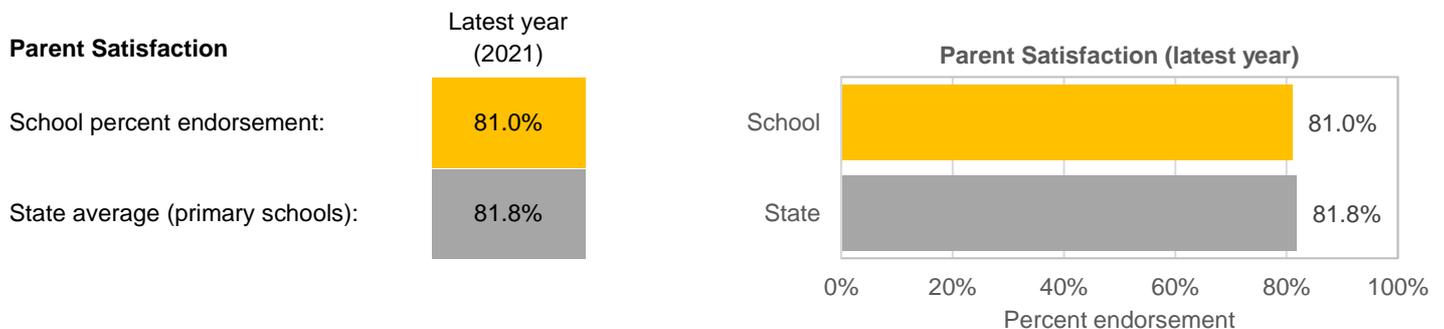
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

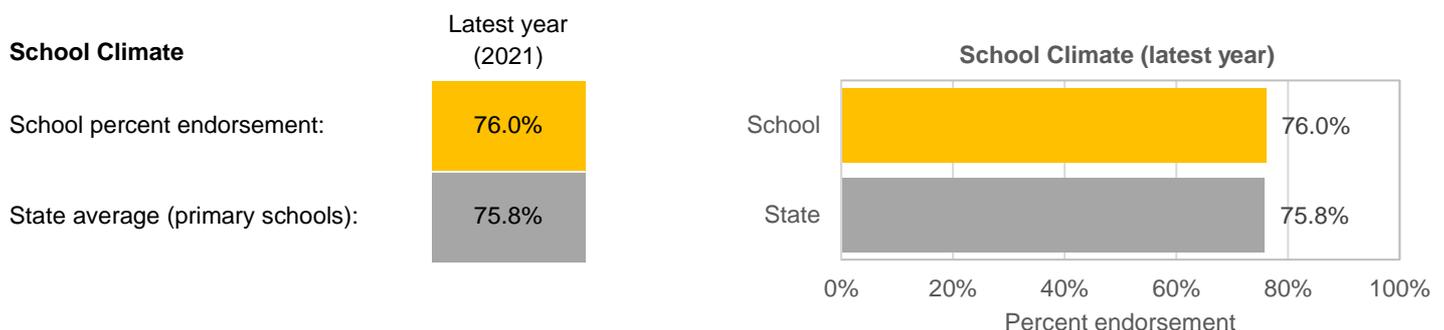


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

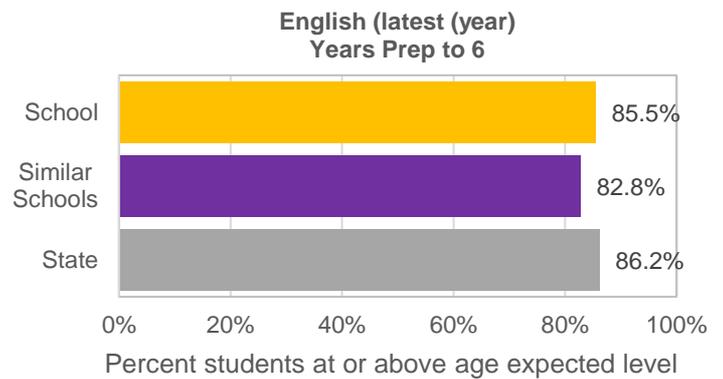
85.5%

Similar Schools average:

82.8%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

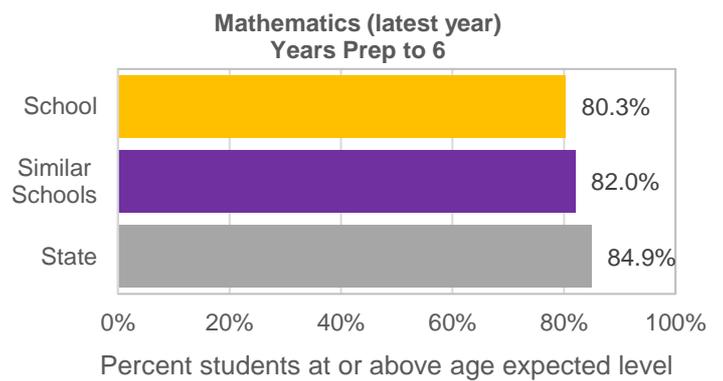
80.3%

Similar Schools average:

82.0%

State average:

84.9%



**ACHIEVEMENT (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.

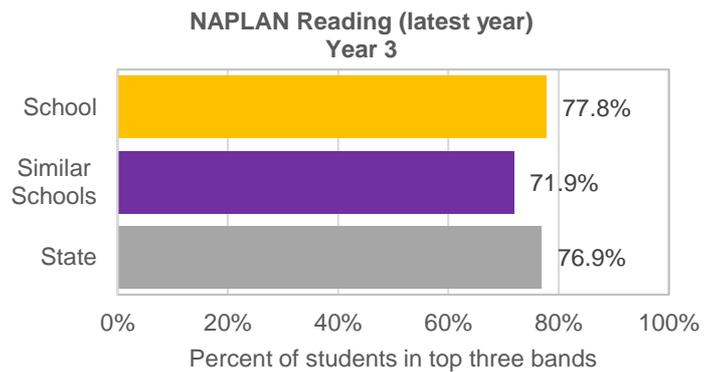
**NAPLAN**

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 2018, 2019 and 2021 data.

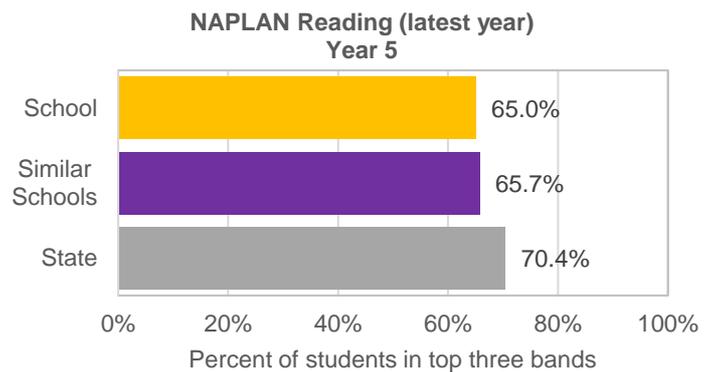
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	72.3%
Similar Schools average:	71.9%	71.6%
State average:	76.9%	76.5%



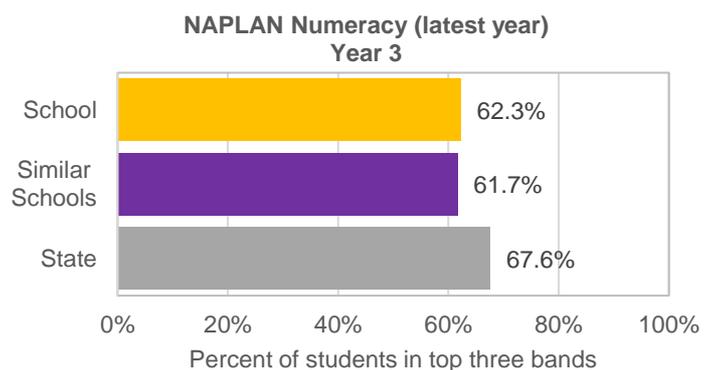
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.0%	67.3%
Similar Schools average:	65.7%	63.9%
State average:	70.4%	67.7%



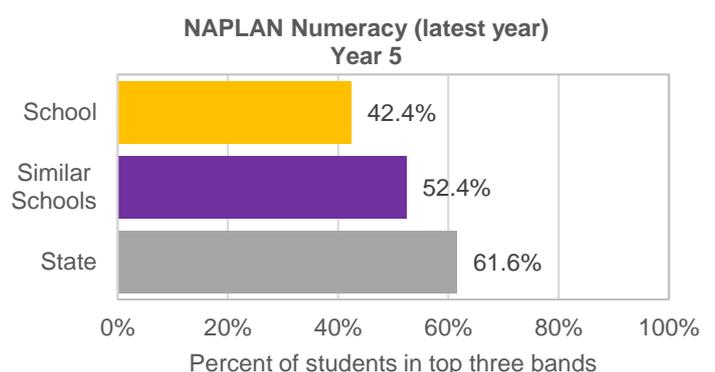
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.3%	66.0%
Similar Schools average:	61.7%	63.4%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.4%	49.0%
Similar Schools average:	52.4%	51.9%
State average:	61.6%	60.0%



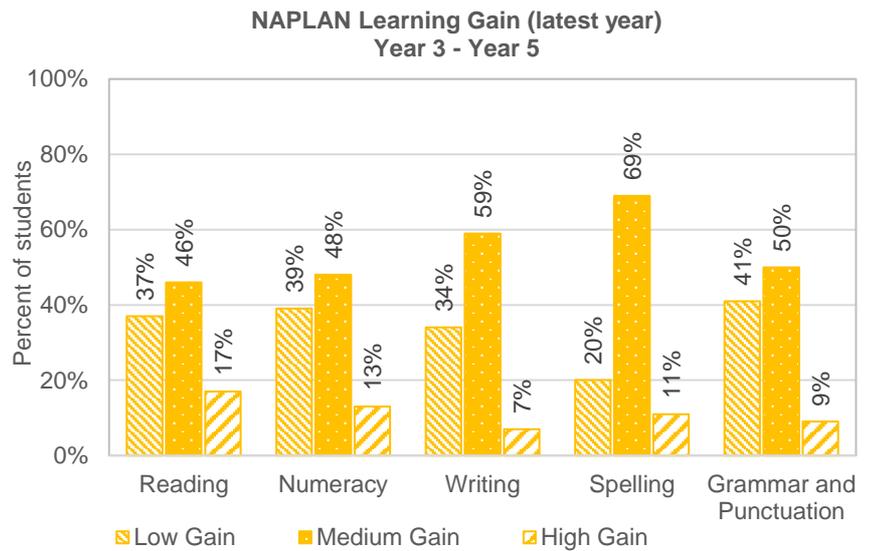
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	37%	46%	17%	20%
Numeracy:	39%	48%	13%	21%
Writing:	34%	59%	7%	17%
Spelling:	20%	69%	11%	19%
Grammar and Punctuation:	41%	50%	9%	19%



## ENGAGEMENT

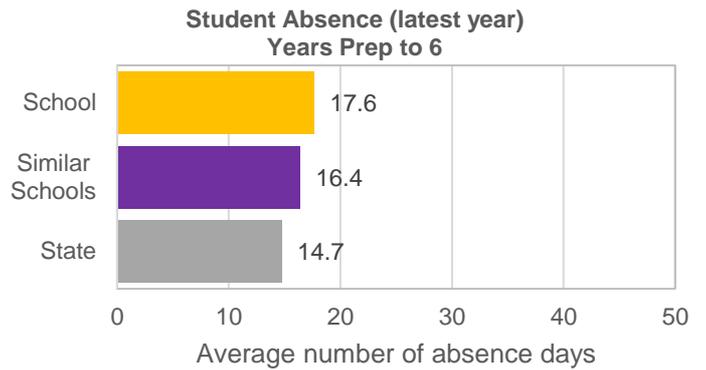
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	17.6	18.6
Similar Schools average:	16.4	15.8
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	91%	91%	93%	90%	90%	91%

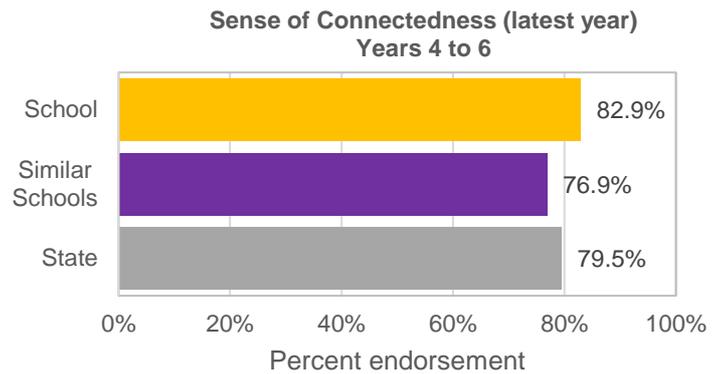
## WELLBEING

**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 (2021)	4-year average
School percent endorsement:	82.9%	79.1%
Similar Schools average:	76.9%	78.0%
State average:	79.5%	80.4%

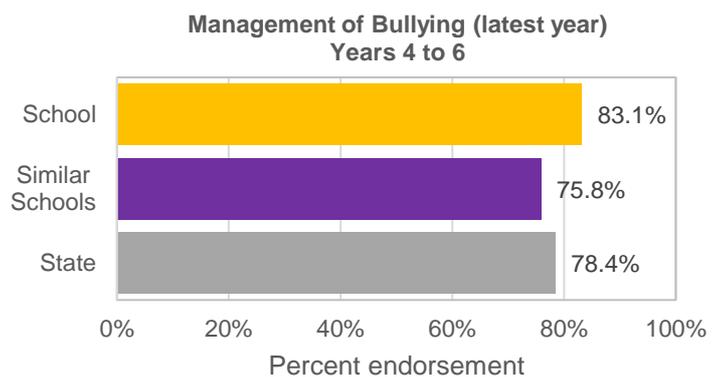


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	83.1%	79.7%
Similar Schools average:	75.8%	77.9%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$3,742,034
Government Provided DET Grants	\$599,654
Government Grants Commonwealth	(\$22,046)
Government Grants State	\$0
Revenue Other	\$3,942
Locally Raised Funds	\$202,227
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,525,811</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$157,702
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$157,702</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,605,231
Adjustments	\$0
Books & Publications	\$5,523
Camps/Excursions/Activities	\$61,388
Communication Costs	\$10,850
Consumables	\$80,954
Miscellaneous Expense <sup>3</sup>	\$12,519
Professional Development	\$16,035
Equipment/Maintenance/Hire	\$91,909
Property Services	\$187,779
Salaries & Allowances <sup>4</sup>	\$0
Support Services	\$106,028
Trading & Fundraising	\$7,675
Motor Vehicle Expenses	\$1,507
Travel & Subsistence	\$0
Utilities	\$31,659
<b>Total Operating Expenditure</b>	<b>\$4,219,059</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$306,752</b>
<b>Asset Acquisitions</b>	<b>\$52,424</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 24 Feb 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$518,461
Official Account	\$29,006
Other Accounts	\$60,000
<b>Total Funds Available</b>	<b>\$607,467</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$73,348
Other Recurrent Expenditure	\$2,744
Provision Accounts	\$0
Funds Received in Advance	\$62,759
School Based Programs	\$249,073
Beneficiary/Memorial Accounts	\$60,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$148,891
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$680,815</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.*