

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 19 April 2024 at 06:04 PM by Lachlan Featherston (Principal)

- This 2023 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 13 May 2024 at 04:08 PM by Kirsty Taylor (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Rye Primary School has a rich history dating back to its founding in the early 20th century. The school was established in the quaint coastal town of Rye, which is known for its picturesque landscapes and thriving community. The exact date of its founding is believed to be in 1912, during a period of educational reform and expansion in the region.

Originally, the school started in a modest building with just a few classrooms and a handful of teachers. Over the years, as the town's population grew, so did the school's enrolment and facilities. Through the dedication and hard work of the educators and community members, Rye Primary School evolved into a prominent educational institution within the region.

In the mid-20th century, the school underwent significant renovations and expansion to accommodate the increasing number of students. A new wing was added, including a library, science labs, and modern classrooms, reflecting the changing needs of education in the post-war era.

In the year 2000, the school was re-designed to incorporate a modern double story building, full sized indoor gymnasium, performance stage, large visual arts centre, performing arts centre, engaging outdoor learning and equipment play spaces as well as outdoor multisport courts, large grassed oval and soccer pitch. The heritage listed school building which was built in 1923 is a key feature on the school site and houses a local museum run by the Rye Historical Society.

Throughout the decades, Rye Primary School has maintained a strong commitment to academic excellence, fostering a supportive and inclusive learning environment for all students. The school has been a hub of community activity, organizing events, fundraisers, and fostering close relationships between staff, students, parents, and the local community.

As of 2023, Rye Primary School continues to thrive and adapt to the changing educational landscape. The school now boasts upgraded learning facilities, integrating technology into its teaching methods and providing students with cutting-edge learning resources. The school has embraced innovative teaching practices, incorporating project-based learning, exceptional visual arts, physical education, sport, performing arts and STEM (Science, Technology, Engineering, and Mathematics) programs, and extracurricular activities to enrich students' educational experience.

Rye Primary School has also continued its commitment to fostering a sense of community and belonging. The school actively involves parents in various aspects of the educational process, encouraging their participation in school events and decision-making. Additionally, the school maintains close ties with local businesses and organizations, collaborating on initiatives that benefit both the students and the broader community.

Inclusivity and diversity remain key priorities for Rye Primary School. The institution promotes an environment where students from all backgrounds feel welcome and valued. Programs such as cultural exchanges, awareness campaigns, and diversity workshops are integrated into the curriculum to promote understanding and empathy among students.

Furthermore, the school places a strong emphasis on the overall well-being of its students. A comprehensive school developed student wellbeing and support system is in place to address any social or emotional challenges that students may face. The school actively promotes physical fitness and healthy lifestyles, encouraging participation in sports and recreational activities.

With an eye towards the future, Rye Primary School continues to adapt its curriculum and teaching methodologies to prepare students for the challenges and opportunities of the 21st century. The school's commitment to academic excellence, community engagement, inclusivity, and well-being ensures that Rye Primary School remains a beacon of education in the region, nurturing generations of young minds to become responsible and successful global citizens.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was another successful year for Rye Primary School in regard to achievement in student academic learning outcomes.

Our NAPLAN Data in Year 3 was very strong: 70% of students were in exceeding or strong for Reading this is at or above similar schools, network schools and state. 78% of students were in exceeding or strong for Writing which was the same as state level and similar schools and our Year 3 students were also above similar schools in grammar and punctuation.

Our NAPLAN data in Year 5 was also very strong: 82% of students were in exceeding or strong for Reading which is above state level as well as similar and network school. 80% of students were in exceeding or strong for Writing which is above state level as well as similar and network schools. 80% of students were in exceeding or strong for numeracy which was 12% above state and 16% above any similar school. Grammar and punctuation was also 15% above any similar school for students reaching exceeding or strong.

Throughout 2023, Rye Primary School placed a focus on formative assessment practices to ensure that all students were being stretched and supported at their learning level. The formative assessment was complimented and triangulated against summative and standardised testing tools. As a result, students at Rye Primary School achieved 93% at or above age expected level in Reading which is 7% above State levels and Similar Schools. In writing students achieved 88% at or above age expected level which was 7% above State level. In numeracy, 91% of students achieved at or above age expected level in number and algebra which was above state level by 5%. Students that are funded through either PSD or Disability Inclusion Profile funding, all have individual education plans and termly student support group meetings to ensure learning progress.

Teaching and learning across the school was actively enhanced through a range of strategies including coaching by Learning Specialists, lesson observations, Professional Learning Communities, intervention groups, high ability learners programs and inclusive practices. Staff actively participated in coaching throughout the year that focused curriculum implementation, high impact teaching strategies as well as teacher skills including: voices, proximity, questioning and with-it-ness.

Wellbeing

The Rye Primary School Wellbeing Programs continued to grow in 2023 using our school developed STRIVE positive wellbeing program as its base. With a focus on reducing student cognitive load and enhancing our safe and orderly learning environment, a range of classroom learning routines were introduced at the beginning of the year. Routines included classroom entry and exit processes, que to start, common language for classroom voice levels and student questioning. Staff and students embraced the routines and as a result, the routines were quickly embedded and supported student learning.

The routines have gained interest from schools around Victoria who have visited to see the effect of the routines as well as educational writers for the Sydney Morning Herald.

Rye Primary School is part of the Victorian state Disability Inclusion Funding rollout. Our Assistant Principal and Learning Inclusion specialist ran Disability Inclusion Profiles for a number of students to ensure that they received the correct funding level to support their learning. Additionally, they led staff professional development sessions to create learner profiles and implemented a series of professional learning sessions to boost teacher capacity when working and supporting our Tier 2 students. Our student feedback through the attitudes to school survey was strong in a number of areas including Differentiated Learning Challenge- 87% positive endorsement, 4% above state, Effective Learning classroom behaviour- 79% positive endorsement and 2% above state, and Effective teaching time- 83% and at state level. Our students reported they have strong peer relationships 87% positive endorsement and 4% above state as well as strong community connection at 82% positive endorsement which is 9% above state and similar schools. Our students non-experience of bullying is high at 90% which is well above State, similar schools and network data.

Engagement

Rye Primary School prides itself on providing a safe, inclusive and connected learning environment for all students. The programs, processes and structures ensure all students are catered for and supported. In 2023, we continued our work on reducing student absences with an additional focus on unexplained absences. As a result, average student absence was reduced by 1 day (23.8) and unapproved absences reduced by 3 days (3.3). Our records indicate many absences were due to extended family holidays during the school term and illness. As a school we have communicated the importance of not missing days of school with our parent community. We have also had meetings to discuss attendance with families where necessary and supported were put in place for students and families of students experiencing difficulties in attending school consistently.

Our Play Leaders offer recess and lunchtime yard play-based programs which all students can engage in. Rye PS teaching staff run daily lunchtime programs which students can engage in a broad variety of activities. These programs provide students additional opportunities for learning and developing relationships while having fun. We offer a variety of ways for parents and families to be connected and involved in school activities with their child including open afternoons, camps, excursions, sports events, Fathering Project, community events such as ANZAC Day, performing arts talent concerts and End of Year celebrations. The Staff Opinion Survey data continued to be above State: the School Climate was 9% above State, Collective Focus on Learning +9%, Academic Emphasis +2%, Teacher Collaboration +10 and Instructional Leadership 98% (20% above State). The Parent Opinion Survey remained at State level for a positive endorsement of Parent Community Engagement.

Financial performance

Rye Primary School has maintained a sound financial position throughout 2023 with the school operating within the 2023 Program Budget which was ratified by school council. The 2023 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 2023 Commitment Summary contains funds saved over the past years for the school funded capital works program for ongoing maintenance of facilities across the school site for students to enjoy a safe, vibrant and engaging learning environment, technology upgrades for student learning and ensuring program viability through replacing staff when absent due to illness.

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

<https://ryeps.vic.edu.au>

Draft

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 388 students were enrolled at this school in 2023, 183 female and 205 male.

NDP percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

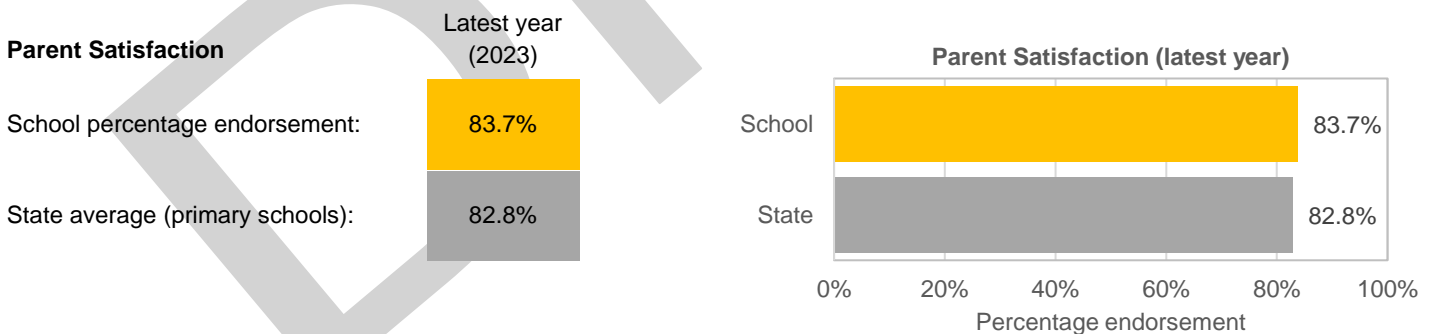
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

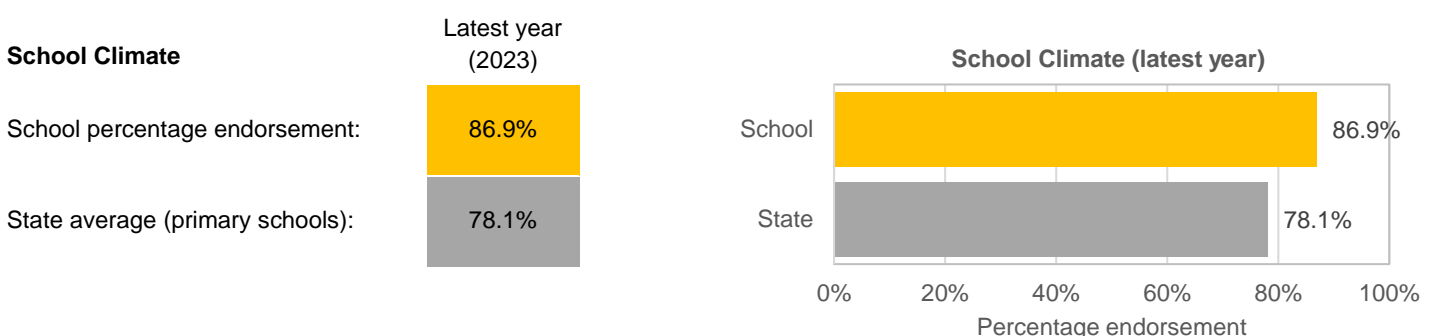


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

92.5%

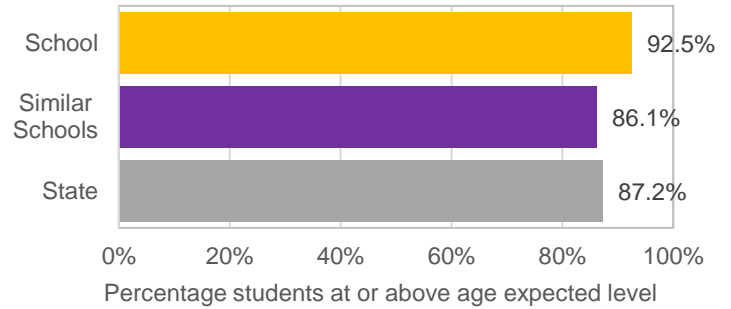
Similar Schools average:

86.1%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

88.9%

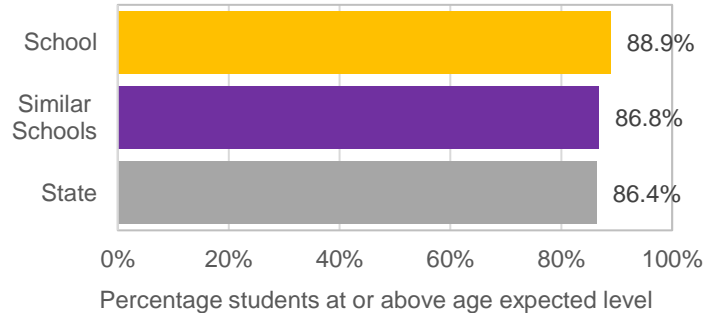
Similar Schools average:

86.8%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

69.2%

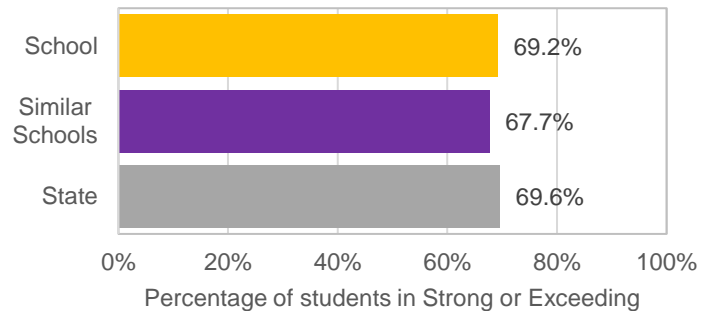
Similar Schools average:

67.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

82.0%

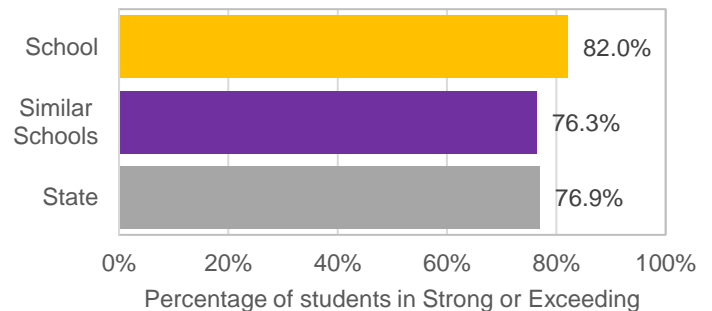
Similar Schools average:

76.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

59.6%

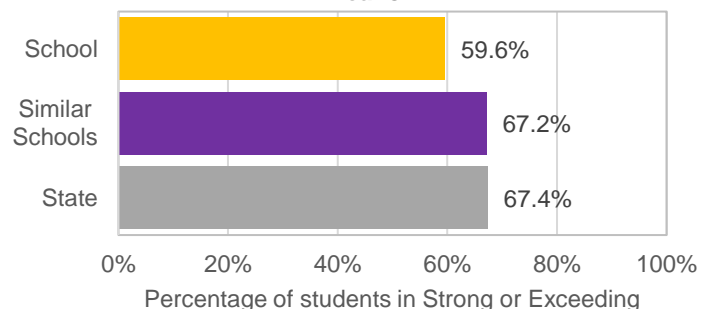
Similar Schools average:

67.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

80.0%

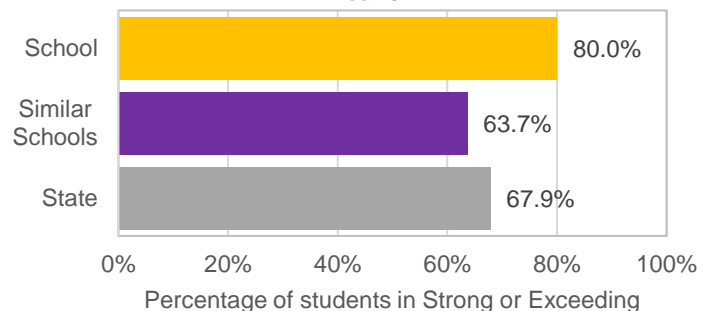
Similar Schools average:

63.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

81.5%

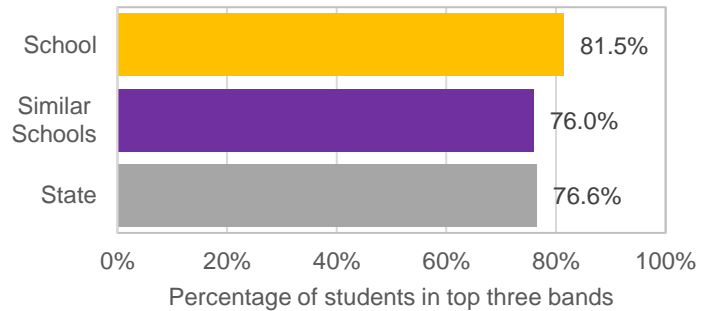
Similar Schools average:

76.0%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

50.0%

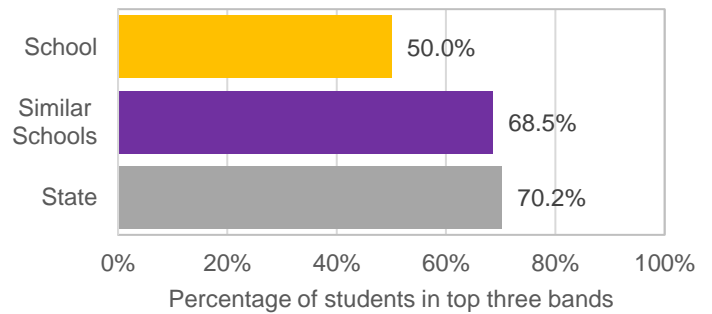
Similar Schools average:

68.5%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

70.0%

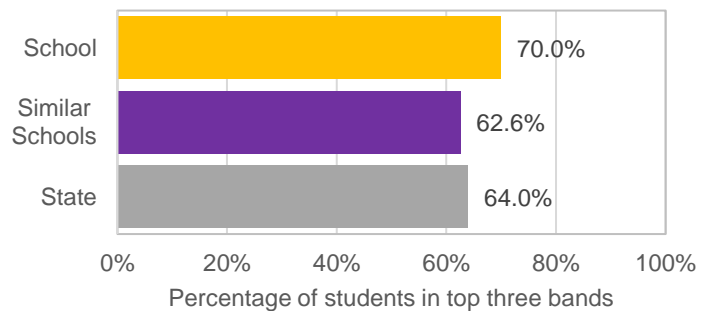
Similar Schools average:

62.6%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

50.0%

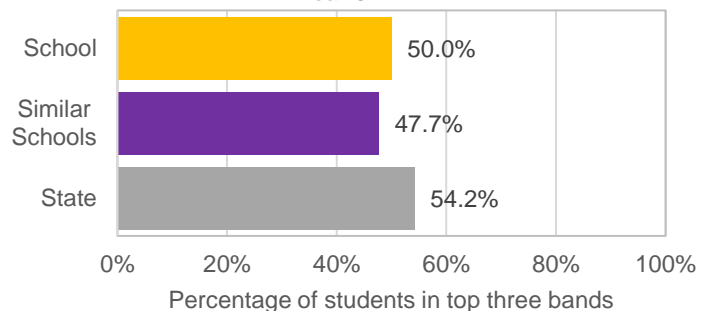
Similar Schools average:

47.7%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

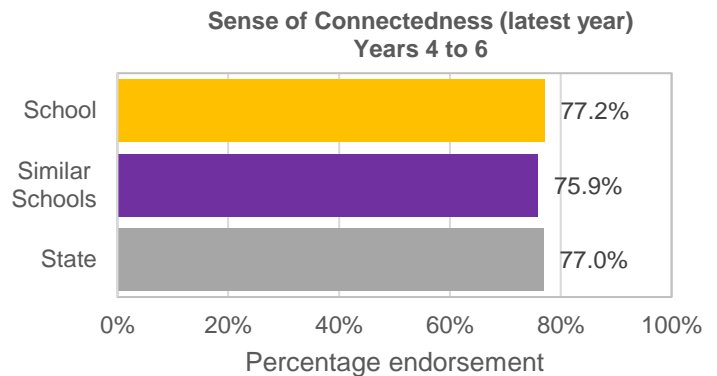
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	77.2%	79.4%
Similar Schools average:	75.9%	76.8%
State average:	77.0%	78.5%

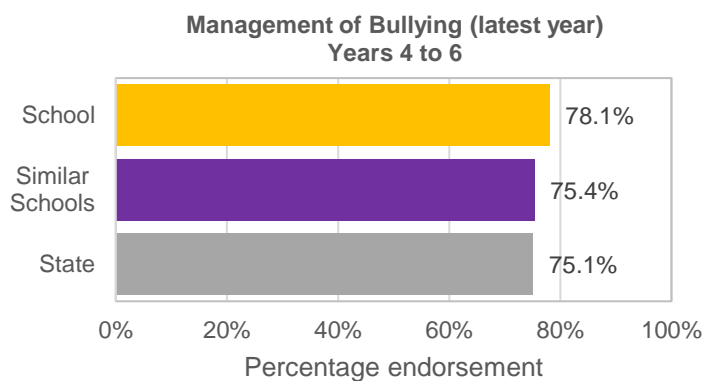


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	78.1%	78.9%
Similar Schools average:	75.4%	76.0%
State average:	75.1%	76.9%



ENGAGEMENT

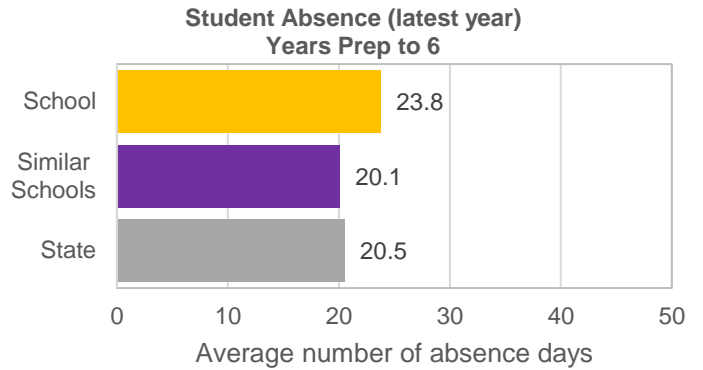
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	23.8	20.8
Similar Schools average:	20.1	18.6
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	89%	89%	88%	90%	87%	89%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,876,914
Government Provided DET Grants	\$487,300
Government Grants Commonwealth	\$7,582
Government Grants State	\$45,941
Revenue Other	\$52,414
Locally Raised Funds	\$234,304
Capital Grants	\$0
Total Operating Revenue	\$4,704,457

Equity ¹	Actual
Equity (Social Disadvantage)	\$87,339
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$87,339

Expenditure	Actual
Student Resource Package ²	\$3,651,659
Adjustments	\$0
Books & Publications	\$18,638
Camps/Excursions/Activities	\$174,648
Communication Costs	\$3,917
Consumables	\$99,578
Miscellaneous Expense ³	\$16,462
Professional Development	\$25,212
Equipment/Maintenance/Hire	\$68,915
Property Services	\$182,066
Salaries & Allowances ⁴	\$0
Support Services	\$122,571
Trading & Fundraising	\$25,768
Motor Vehicle Expenses	\$5,704
Travel & Subsistence	\$0
Utilities	\$36,636
Total Operating Expenditure	\$4,431,774
Net Operating Surplus/-Deficit	\$272,683
Asset Acquisitions	\$72,801

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$488,195
Official Account	\$43,688
Other Accounts	\$56,311
Total Funds Available	\$588,195

Financial Commitments	Actual
Operating Reserve	\$102,745
Other Recurrent Expenditure	\$30,084
Provision Accounts	\$0
Funds Received in Advance	\$61,121
School Based Programs	\$323,279
Beneficiary/Memorial Accounts	\$56,311
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$88,399
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$690,939

All funds received from the Department of Education, 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.