

2020 Annual Report to The School Community



School Name: Great Ryrie Primary School (5478)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 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 27 April 2021 at 12:26 PM by Karen Rouda (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 27 April 2021 at 09:02 PM by Richard Bailey (School Council President)

How to read the Annual Report

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.

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.

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)

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.

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.

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

At Great Ryrie Primary School our vision is to provide a 'supportive and engaging learning environment that equips students to constructively contribute to an ever changing world'. Our school motto, "A respectful and responsible learning community", incorporates our three recently revised core values of respect, responsibility and learning, which are a focus of our School Wide Behaviour Support. Our purpose is to provide our students with the best opportunities we can to support their growth and learning.

Our school was established in 1998 and is located approximately 20 kilometers east of the CBD. Our 501 students represent 360 families 36% of whom have a Language Background Other Than English.

Approximately 29% of the school community qualify for the Camp, Sport and Excursions Fund (CSEF), however, Great Ryrie has a diverse social demographic, ranging from families where one or both parents are relatively high-income earning professionals or business owners, to single parent and low income families.

We have 49 staff comprising the equivalent of 38 full-time staff including one Assistant Principal, two Learning Specialists, three Office Staff, a First Aid Officer, a Reading Recovery teacher, two EAL Aides, six Teacher Aides, a part-time Library Technician and a Chaplain.

Our school has a strong reputation in the local community and we celebrate the cultural diversity of our families, while providing quality, learning programs in all curriculum areas. We also offer a wide range of extra-curricular activities including extensive Performing Arts and Sports programs as well as Chess, and other special interest programs.

Student wellbeing is given a high priority and we offer many programs designed to support students over a range of issues, as well as a comprehensive suite of student leadership programs.

The Victorian Curriculum provides the teaching program within an integrated model. Teachers work in teams to plan and deliver curriculum that caters for the individual needs of students in multi-age classes.

Great Ryrie has an attractive, safe and stimulating learning environment, enhanced by relatively new and well-maintained facilities. The school is well resourced in IT, including interactive whiteboards in every classroom and access to student laptops and iPads. Partnerships between parents and staff are encouraged and parents are involved as classroom helpers, in student conferences, through school committees as well as in fundraising and social activities.

The work of the School Council and the parent community is evident throughout the school in improved programs, facilities and equipment, for students and teachers. A large number of enthusiastic parents and community members provide many hours of voluntary work to support student learning and the smooth running of the school.

The Victorian community's experience of the COVID-19 pandemic, including remote and flexible learning, had a significant impact on normal school operations. Great Ryrie Primary School, like all Victorian schools, was presented with the challenge of navigating through the Pandemic. This involved two periods of Remote and Flexible Learning that resulted in students learning from home for 18 - 25 weeks of the year.

In managing the significant impacts and changes our school and students faced in 2020 due to COVID-19, the 2021 Great Ryrie Primary School's Annual Implementation Plan has been written to focus on the three major priority areas identified by the Department of Education:

-Learning catch up and extension priority (Achievement). At GRPS we are continuing to build a rich, relevant, challenging and stimulating learning environment that promotes independence by embedding teacher capability to utilise data and a range of formative assessment strategies to teach to each student's point of learning in Literacy and Numeracy.

-Happy, active and healthy students priority (Wellbeing). At GRPS we will continue implementing a whole-school approach to improving student resilience and wellbeing with a focus on establishing an agreed approach to monitoring and responding to student mental health & wellbeing concerns.

-Connected schools priority (Engagement). At GRPS we are continuing to nurture an environment where parents are engaged with the school and their child's learning development. We are committed to strengthen & embed the connection with parents/carers developed during remote and flexible learning.

Framework for Improving Student Outcomes (FISO)

School closures due to Covid-19 understandably had an impact on our progress towards the goals and key improvement strategies detailed in our 2020 Annual Implementation Plan, however the adaptability and responsiveness of both staff and leaders ensured that we continued to experience success in many areas.

In 2020, the FISO initiatives and key improvement strategies focused on were:

1. Building practice excellence by embedding evidence-based and consistent teaching and learning practices in Writing

We continued to place a strong emphasis on professional learning in the areas of Writing and the SWPBS framework to develop a shared and consistent pedagogy for all staff. All teams incorporated the Seven Steps (Writing Strategies) as much as possible to maintain consistent language of writing strategies across the school, as well as VCOP. The collegiate and collaborative approach to the development of PLC's around Writing, the unpacking of data and the development of moderation practices throughout the year, enabled improved teacher knowledge and identification of specific needs of learners. Year level teams worked to pin point areas of need through PLC inquiry which resulted in the development of more explicit writing planners. The planners incorporated the elements of professional learning under taken in regards to the 7 Steps to Success writing program and VCOP.

During 2020 staff were encouraged to become involved in network Communities of Practice (CoP), which continued to run effectively even during our periods of remote and flexible learning. We continued to build our curriculum model, with staff sharing planning and accountability, incorporating the High Impact Teaching Strategies and teaching to the whole school instructional model. Team meetings continued to support teaching and learning. We had consistent planners, proformas and opportunities to observe and work with colleagues. Staff supported and worked collaboratively through their level and curriculum teams.

Implementation: During Remote Learning, a consistent approach to how planning would be presented to families and what content should be included was developed. Discussion revolved around the detail of planners, differentiation, balance of written and visual, the platform we would be using, when tasks would be posted and what would be included in the Home Learning Journals. Consistency across the school was extremely important to support families with multiple siblings and make the routine predictable to alleviate anxiety. Team Levels worked very effectively and efficiently in 2020. Delegation and sharing of content ensured that online classrooms were consistent and also reduced the amount of time spent uploading to Google Classroom. Teachers within levels collaborated with each other daily via what's app, video chats or email and supported and upskilled each other on how to make instructional videos and utilise the functions of Google Classroom.

Our focus on providing differentiated activities and materials for EAL and learners of all levels meant that students were able to work independently with more confidence. We had to modify our expectations with regards to student outcomes as working within a student's ZPD is more challenging in a remote learning environment. However, we did our best to structure the tasks in a way that was logical and supported students as much as possible with explanatory videos that took them through our expectations. The benefit of video instruction was that students could re-watch and learn at their own pace and participate in multiple exposures of learning content. The EAL teacher and aides organised live small group classrooms and every morning check-ins to ensure they had a good understanding of the of the daily tasks. It also gave teachers an opportunity to check in with the well-being of the family and to monitor the way students presented each morning.

Effectiveness: Due to the overwhelming positive feedback, our whole school approach was effective. Families found it easy to access class work due to only one platform being used, consistent posting of activities daily and use of both Compass and Google classroom to post daily activities. Flexible learning was a focus so that if digital wasn't working they had the option of hard copies. As time went on teachers became more skilled in using videos and both parents and students found these really helpful. Year 1-4 used a tiered planner which allowed student voice by being able to select a task that was at their level but also had opportunity to challenge themselves. This led to less labels, more student initiative and effort.

Goal 2. Setting expectations and promoting inclusion by enhancing student engagement through the implementation of School Wide Positive Behaviour Support (SWPBS)

In line with our AIP goal to strengthen our inclusive and supportive school environment we prioritised contacting the

parents in the first two weeks to check in with how they were going and then switched our focus to one to one student conferencing. We continued to prioritise our school values during whole class Google Meets as well as through weekly tasks around comparing how our school values could be demonstrated at home. We used online assemblies to remind students of our school values, and continued with student of the week awards as well as 'Bucket Filler Awards' to continue our focus on positive emotions and kindness. We ran a Positive Growth Mindset PL to support staff wellbeing and to continue the drive for staff to focus on Positive Education. Staff also participated in an online Module facilitated by Smiling Minds.

In Term 4 we conducted a Tiered Fidelity Inventory (TFI) with our SWPBS Coach. These results showed that 100% of students that were surveyed, were able to articulate the school values and had been acknowledged for demonstrating the expected behaviours that align with the values. The staff sample indicated that 100% of staff were implementing the values system and behaviour matrix in their classroom. These results are a testament to how student engagement continues to improve at GRPS.

Achievement

During remote learning, staff were able to produce and utilise online resources for content-delivery and assessment and consequently developed new ways of differentiating for students. Students responded well to self-directed and project-based learning tasks during the remote learning period. Pin pointing students' point of learning needs during remote and flexible learning was challenging. Teachers focused upon formative assessment and worked extremely hard to provide timely and personalised feedback on students' learning tasks. This was done in multiple forms such as written feedback, one on one meetings, and small focus group feedback sessions. During remote and flexible learning we were able to continue a modified Reading Recovery program for literacy/reading intervention and individual and group EAL sessions.

Provision of targeted supports and challenges leading to an inclusive and stimulating environment for all students:

*Koorie-Funding was received for three Koorie students identified as being at risk through NAPLAN and Early Years Assessments. This has been directed specifically to resourcing support strategies for these students via extra support from ES. There are four Koorie students attending the school. Close communication is maintained with these students and their families in linking with local Koorie community resources, acknowledgment of Country and support and inclusion of other cultural awareness and educational programs across the school (e.g. Participation in the Long Walk and NAIDOC Week).

*High Ability- The High Ability Program was able to be rescheduled for Term 4. A Learning Specialist was appointed to manage the High Ability Program developed by DET. There were also several programs in place to challenge and include these students such as the The Science Talent Search, ICAS Academic Competitions and The Australian Mathematics Competition. These programs were able to be attended on-line and continued through Remote Learning where possible. There is differentiation targeted at high achieving student's in Team Curriculum planning as well as identification through standardised testing leading to differentiation in classroom and specialist programs including Performing Arts, Indonesian, Sports and the Visual Arts programs.

*Refugee & EAL-There is a long standing, well-resourced (including staffing provision) program in place for the Refugee and EAL students at the school. Due to a large component of EAL students, alternate learning planners were developed and printed in hard copy so that the students could access the curriculum. As well as EAL, students who were identified as working well below the level had alternate packs prepared so that they were able to access the curriculum at their level.

*PSD-There is a well resourced, (including staffing provision) program for 11 PSD students. Adaptions for students with disabilities were made during remote learning, including involvement in the on site supervision program where possible. Students were offered to attend the program following the guidelines from DET.

*Out of Home Care-These students are supported by the Assistant Principal through a range of strategies, in tandem with the PSD at our school. There was one student in Out of Home Care who was supported by attendance at school each day during Remote Learning, Regular communication with the carers and the Assistant Principal ensured the student was being catered for and the carers received feedback on their progress.

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: 91.0%

Similar Schools average:84.6%

State average: 86.3%

- Reading and viewing results were well above the results for primary schools with similar characteristics.
- Speaking and listening results were similar to the results for primary schools with similar characteristics.
- Writing results were above the results for primary schools with similar characteristics.

*Mathematics

Years Prep to 6 Latest year (2020)

School percent of students at or above age expected standards: 83.1%

Similar Schools average:84.3%

State average: 85.2%

Percentage of students in Semester 2 at or above the age expected level, in the areas of Measurement and Geometry, Number and Algebra and Statistics and Probability indicated that we are basically at the same level as schools with similar characteristics.

*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.

School Climate

Latest year (2020)

School percent endorsement: 82.4%

State average: 77.8%

From a staff perspective, the school climate module of the School Staff Survey demonstrates the extent to which staff are positive; are actively involved in activities; and promote a culture that is conducive to improving student outcomes. 82% of staff were positive about school climate compared to 62% in 2019.

*Parent Opinion Survey

From a parent perspective, the Parent Opinion Survey provides an indication of how satisfied parents are with their child's schooling. It is an important part of every school's parent engagement strategies. 83% of parents were satisfied with the school overall despite the lock downs that continued to occur during 2020.

In 2021 we will continue to provide differentiated teaching and learning plans, personalised and timely feedback to students. Moderation of student work will be a priority in 2021, achieving this priority will be assisted by our participation in and learning more about the effective implementation of PLCs. In 2021 we will continue literacy and math intervention programs.

Engagement

During remote and flexible learning teachers continued to support students to develop goals and reflect on their learning progress. They provided a safe on-line learning environment via the Google Platform. The platform enabled teachers to effectively connect with their students and students were able to connect with one another. Feedback from the community indicated that Virtual assemblies were well received and fostered connectedness during the long lock down period.

Staff morale and engagement improved as a result of online meetings, as it allowed increased attendance of part time staff. This strengthened relationships among teams, particularly where they normally would not often have all been able to attend. It gave flexibility for longer meetings which meant more in-depth time to discuss curriculum. Learning Specialists were able to spend time with graduates to deepen their understanding of the instructional model. Any whole staff PL undertaken as a staff was ICT or Wellbeing related and all staff participated in a Growth Mindset PL run by Edwina Ricci. Staff also participated in a Phonological Awareness session, facilitated by our Speech Pathologists. We used the PLC inquiry to engage the Foundation teachers, in improved delivery of reading instruction at a beginning level. We utilised the Heggerty Program piloted by the Reading Intervention teacher, which produced excellent

findings, and subsequently has been implemented in 2021 across Foundation to Year 2.

During the period of remote and flexible learning we have found our parental engagement was been extremely high. Parents were positive about the methods we used for communication, they responded to surveys, attended virtual three way conferences and ensured their children maintained a strong connection to school and learning. We will continue timely and thorough communication with parents via Compass. We will also continue to collect opinions and feedback with the digital tools we discovered and utilised during 2020. Student engagement is measured in Student Absence Data. Our school's response to Remote and Flexible Learning and the support provided to families on the subsequent re-entries to on-site learning is reflected in our attendance data. In 2020, our school's average absence rate was 7.8 days per child. This number is five days less than the state average. Our four-year average at state level is three days fewer than the state average.

We were successful in obtaining funding for three more students under the Program for Students with Disabilities. This funding will commence in 2021 and allow for extended hours for Education Support staff to work in classrooms supporting teachers and students. Our Education Support staff are heavily supported and upskilled in literacy intervention programs, and professional learning around supporting students with disabilities.

Wellbeing

During Remote Learning, teachers focused on making learning fun and engaging, and pitching it at a level where students could complete it independently if needed. This was facilitated by videos teachers made to accompany tasks so that students could read, listen and repeat instructions if necessary. This decreased student anxiety and many students reported that they found the videos helpful. The videos also eased parent anxiety.

Students who were at risk or did not initially join class chats or hand in work were contacted by phone or video call and encouraged to start, or had tech problems solved so that they could join in. In some cases teachers visited students to help get them started and build their confidence with the technology.

Regular contact was made to ensure students had a 1:1 opportunity to speak with their teacher.

Students and families were reassured that they could complete work at their own pace and the more important aspects of each day's learning were highlighted. There were also opportunities for extra challenges if they wanted to go further as the planning evolved.

ES staff made contact with EAL groups to support their transition and learning as much as possible, and ES that worked with PSD students either worked in the supervision program with these students, or made daily or twice weekly contact.

Implementation of Remote Learning: We began with phone calls to each family until we were sure of the privacy requirements, we then moved to video conferencing. Where appropriated, we offered a daily class meet with the focus on providing opportunity for students to engage with each other and their teacher. Teachers were also asked for the first month to connect once a week with each student on a one to one basis to ensure students had the opportunity to make any disclosures or to give the teachers an opportunity to ask more personal questions.

Providing different options to connect, whether that be via phone or video or individual or in a group situation, ensured that students had a variety of opportunities to be supported by both their teacher and peers. Students were offered supervised video chat times purely for social purposes and this helped to connect friendship groups. Students were also given time before or after class meets to ask questions of their teacher without having to do so in front of the whole class.

Wellbeing and E-smart activities were delivered weekly to encourage students to focus on the positives going on in their lives and to be safe online.

The results of increased interactions with families/carers:

- More frequent communication between parents and teachers (greatly appreciated by parents) which also strengthened relationships.
- Built relationships with working parents that perhaps teachers wouldn't normally have the opportunity to do.
- Strengthened relationship between teacher and students, particularly those students that are quiet and you don't get much out of. The 1:1 ensured all students had their own time with teacher to check in with how they were going.
- Strengthened relationships between Principal, AP and Leadership team due to regular meetings which allowed more time to collaborate and seek feedback and guidance

- EAL relationships have improved between teachers and aides as they had more time to discuss EAL curriculum and student progress
- More opportunity for communication than usual, therefore parents more aware of where their child was at, which increased the parental engagement and support.

Staff wellbeing was also a priority during remote learning. Every Friday we had an online catch up to recognise staff wellbeing and also any staff that had gone above and beyond to build morale.

Online meetings meant increased attendance in staff and planning meetings from part time staff. This was brilliant to strengthen relationships as they are not often able to attend and gave flexibility for longer meetings which meant more in-depth time to discuss curriculum. Learning Specialists were able to spend time with graduates to deepen their understanding of the curriculum and planning documents. Staff within the school regularly discussed their personal wellbeing and shared webinars and other sources of information via email and team meetings. Many opportunities were given for staff to share their worries or talk about their health, including Friday afternoon zoom meetings where plenty of time was given to chat and connect at the end of the meeting. Leadership also checked in with staff when they were onsite or over the phone.

Staff participated in a Growth Mindset PL run by Edwina Ricci, as well as online Smiling Mind Modules. This not only contributed to up skilling staff on personal strategies they could use to care for their own wellbeing, but also continued the school drive for staff to focus on Positive Education with students.

In line with our AIP goal to strengthen our inclusive and supportive school environment, we prioritised contacting the parents in the first two weeks to check in with how they were going and then switched our focus to one to one student conferencing.

In regards to our SWPBS and Positive Education focus, we continued to prioritise our school values during whole class Google Meets, as well as through weekly tasks around comparing how our school values could be demonstrated at home. Our teachers created a 'Home Learning Matrix' which gave examples of appropriate behaviors students could display to demonstrate the school values. We used online assemblies to remind students of our school values, and continued with student of the week awards as well as 'Bucket Filler Awards' to continue our focus on positive emotions and kindness.

When students returned to school, the SWPBS Team ran a whole school competition that involved every class making a video of how to demonstrate the school values, and then all classes voted on the winning video for each year level. These videos refreshed students knowledge and interest in the values and reinforced our behaviour expectations. When students commenced in Term 4, we had minimal behaviour incidents in the yard and school, and we believe this is a direct result of the focus placed on wellbeing this year, whether that be at home or when back at school.

During Remote Learning, our SSS supported Year 1 and 2 teachers to deliver 'Zones of Regulation' lessons remotely, and when back at school. This program supports the Personal and Social Learning domain in the Victorian Curriculum. It explicitly teaches students how to identify different emotions in themselves and others, as well as strategies they can use to regulate emotions and subsequent behaviours. This program will be a major focus in 2021 and will be implemented from Foundation to Year 2. The wellbeing coordinator will develop a Scope and Sequence for further implementation across the school, and ensure it aligns and supports with existing programs.

We have continued to be an integral part of the Maroondah Positive Education Network, and were successful in gaining funding to trial the URStrong Program in Years 3&4. Three teachers were trained in this program and will be working with the Wellbeing Coordinator to implement this program in 2021. This program explicitly teaches friendship strategies and skills to maintain healthy friendships and manage conflict. Using behaviour data collected via the SWPBS framework, Year 3&4 were highlighted as needing intervention in this area.

Students did not complete the Student Attitudes to School Survey data last year so no data was obtained. In regards to student connectedness to school data, we had very few students that were reluctant to return to school after remote learning, and this is a reflection of the focus teachers put on wellbeing check ins during remote learning, as well as well thought out and balanced activities on the return to school.

Financial performance and position

Great Ryrie Primary School provides students with a range of learning programs. The school is well resourced to provide quality and engaging educational experience. Great Ryrie Primary School continues to maintain its' strong financial position, returning an operating surplus of \$463,781. Equity funding has resourced our professional learning programs and enhanced key learning areas.

We continue to monitor the increased costs associated with casual replacement teachers and have committed to replacing all staff and Education Support staff where possible.

\$82,938 was received for targeted Initiatives including; Refugee and Asylum Seeker, Swimming, Student Excellence Program, Early and Extended Years Koorie Literacy and Numeracy Program, Maintenance Blitz and Chaplaincy. The Commonwealth Grants of \$35,305 represents a series of small grants from Sporting Schools Australia, which has enabled students to experience a wide range of additional sport coaching (in areas such as table tennis, hockey, basketball, lacrosse) by external coaching specialists and a \$25,000 grant towards shade sails over the sandpit and student asphalt play area.

A healthy reserve is held in cash funds which are available for special projects moving forward and will focus on our 4 year facilities plan including updating all classroom furniture, new carpet throughout the school, creating new spaces around the grounds for students to play, an ICT upgrade and a Library upgrade.

The school has shown due diligence and transparent accounting processes to ensure targeted expenditure to optimize our students' learning experiences and environment. The Finance sub-committee of School Council, supported by the Business Manager have applied the appropriate governance processes needed. The school was well positioned financially at the conclusion of 2020.

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

<https://www.greatryrieps.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 500 students were enrolled at this school in 2020, 226 female and 274 male.

36 percent of students had English as an additional language and 1 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.

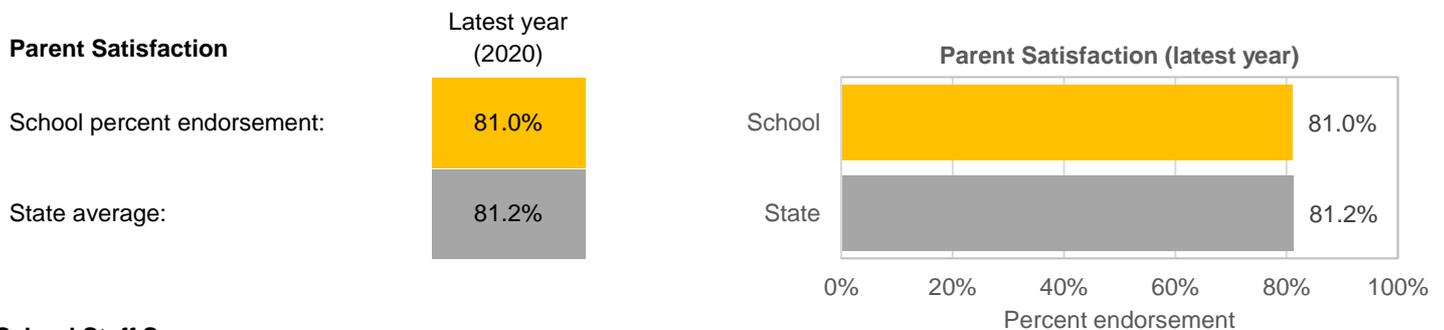
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

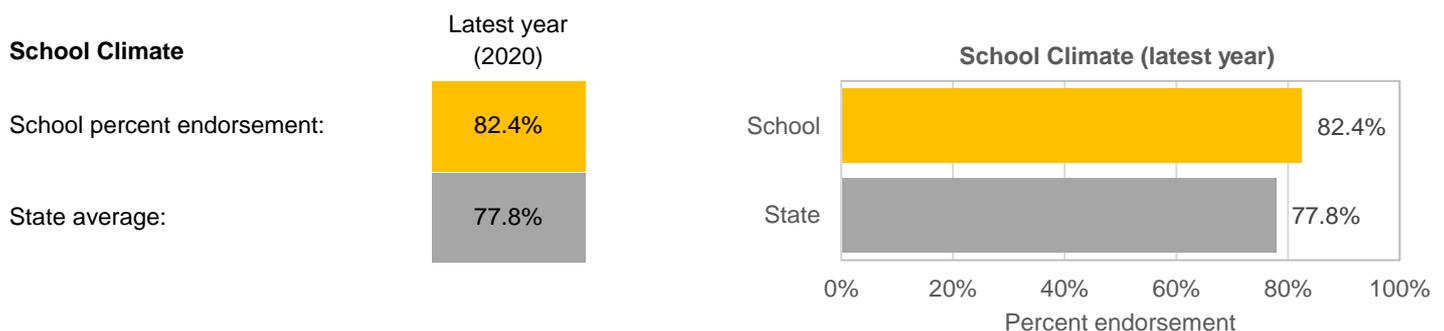


School Staff Survey

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:

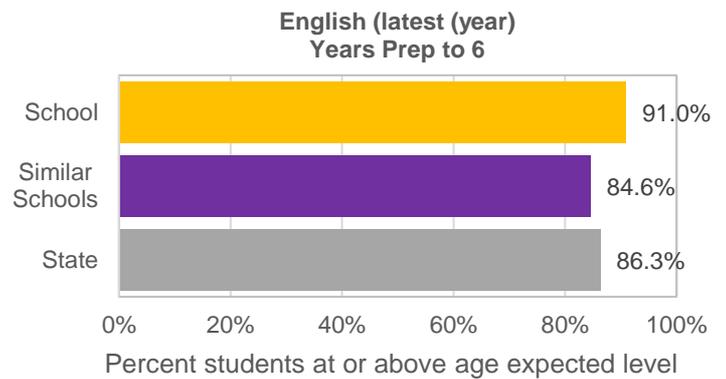
91.0%

Similar Schools average:

84.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

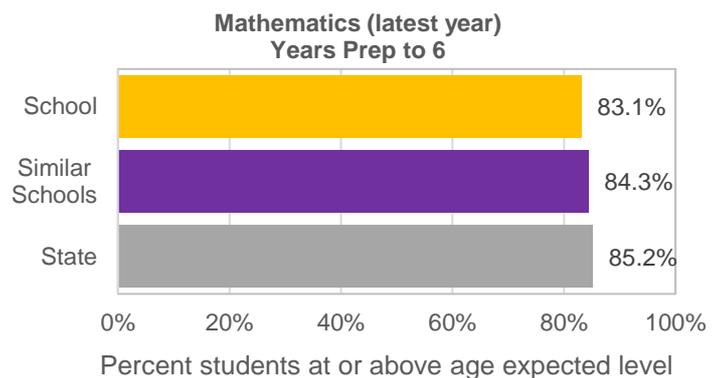
83.1%

Similar Schools average:

84.3%

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

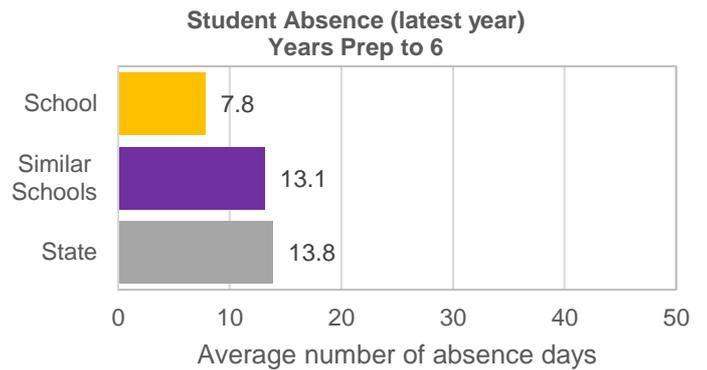
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	7.8	12.3
Similar Schools average:	13.1	15.2
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):	96%	97%	94%	96%	96%	97%	96%

WELLBEING

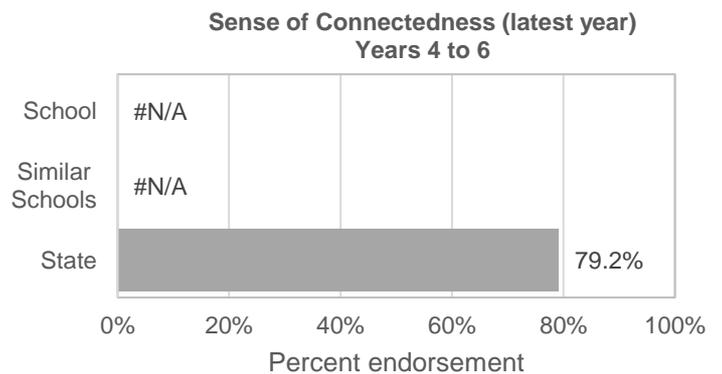
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	78.8%
Similar Schools average:	NDP	80.7%
State average:	79.2%	81.0%



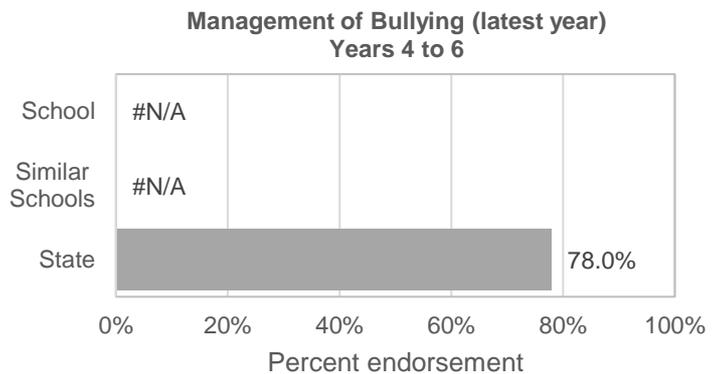
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	76.9%
Similar Schools average:	NDP	80.3%
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	\$4,114,630
Government Provided DET Grants	\$563,476
Government Grants Commonwealth	\$35,305
Government Grants State	NDA
Revenue Other	\$4,135
Locally Raised Funds	\$238,266
Capital Grants	NDA
Total Operating Revenue	\$4,955,812

Equity ¹	Actual
Equity (Social Disadvantage)	\$134,519
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$134,519

Expenditure	Actual
Student Resource Package ²	\$3,867,795
Adjustments	NDA
Books & Publications	\$4,881
Camps/Excursions/Activities	\$6,719
Communication Costs	\$5,723
Consumables	\$110,227
Miscellaneous Expense ³	\$13,453
Professional Development	\$4,215
Equipment/Maintenance/Hire	\$102,145
Property Services	\$110,211
Salaries & Allowances ⁴	\$143,178
Support Services	\$59,683
Trading & Fundraising	\$14,481
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$49,320
Total Operating Expenditure	\$4,492,031
Net Operating Surplus/-Deficit	\$463,781
Asset Acquisitions	\$26,765

- (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

Funds available	Actual
High Yield Investment Account	\$538,172
Official Account	\$26,675
Other Accounts	\$20,648
Total Funds Available	\$585,495

Financial Commitments	Actual
Operating Reserve	\$90,213
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$82,068
School Based Programs	\$140,459
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$26,202
Capital - Buildings/Grounds < 12 months	\$81,210
Maintenance - Buildings/Grounds < 12 months	\$164,219
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$584,370

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.