

2022 Annual Report to the School Community

School Name: Research Primary School (2959)



- 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 of the previous calendar year 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 15 March 2023 at 08:28 AM by Fiona Vale (Principal)

- This 2022 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 31 March 2023 at 04:39 PM by Michael Settle (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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

School context

Research Primary School is located in semi-rural surroundings on the north-eastern outskirts of Melbourne, within the Shire of Nillumbik. We have a rich history, established in 1889 during the gold mining days. We had a 2022 census enrolment of 161 students. Research Primary School has a strong community atmosphere with a range of great programs for students including Art, PE, Library and Japanese among others. Our extensive grounds and bush surroundings have many interesting areas for creative play and we have several formal games areas. Our \$5.7 million building project was fully completed in 2022.

In 2022, we had the equivalent of 6.5 EFT teaching staff, 2.2 EFT support staff, a 0.8 EFT Assistant Principal and a Principal. Our staff are hard working and dedicated and we have a fantastic parent community who support us by participation in School Council, the Parents and Friends Community and many other events and activities around the school.

Our attendance is excellent and our parents and staff are happy as reflected in our data. At Research Primary School we strongly believe that 'every minute counts'. Our school community has high expectations of themselves and others, and student engagement and well-being are paramount. Our school values are Community, Confidence, Ambition and Respect.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the school continued to work on its strategic plan goal of maximising learning growth in literacy and numeracy for each student. The teachers continued their explicit work in reading comprehension strategies and were able to embed and improve their practice through our professional learning teams (PLC's) which ran weekly. F and P assessment was conducted every term, and teachers analysed and used this data to increase their data literacy, and improve differentiated teaching and learning across their classrooms. Teachers created a whole school data wall which mapped the growth of each student at RPS in the area of reading throughout the year. Individual Education Plans were developed in conjunction with parents and teachers to support the students who required them. This work is reflected in our teacher judgment and NAPLAN data where we perform higher than state average in both literacy and numeracy.

Our relationship with the Differentiated School Support Initiative staff concluded at the end of term 1 with a sustainability plan documented and executed moving forward.

In 2023, we will explore the numeracy curriculum more explicitly to determine our strengths and areas of improvement. The PLC process will be trialed using a numeracy focus.

Wellbeing

Health and wellbeing supports continued to be prioritised for our students, staff and parents in 2022. Post covid we saw a range of different wellbeing needs particularly in the areas of emotional regulation and stamina for learning. We provided a space for a range of different professionals to consult with students during school time to ease the burden on working parents. We had speech pathologists, occupational therapists, psychologists and nurses to name a few. We also had a student music therapist working on a program know as "Tuning into your Emotions" for our students in years 3-6 where we saw many post covid wellbeing issues. They will continue their work as a fully qualified music therapist at RPS in 2023.

Our Assistant Principal holds the portfolio for student wellbeing, and a case management model was used to track each individual students triggers, needs and support strategies. Individual behavior management plans were also developed in collaboration with parents for many of our students. Our staff opinion survey results are higher than state average in many areas including school climate and this is also reflected in our parent opinion survey results.

Engagement

Covid left our students feeling disconnected from school and this is reflected in the student opinion survey results. Despite our best efforts to provide students with many different extra curricular activities and experiences, their stamina for learning dipped. The school made a commitment to a rigorous "start up" program which supported students to return to school with explicit structure, school routines, and strategies to support them with their wellbeing and learning. This program was revisited at the start of every

term as a reset after holidays. Our "Wellbeing Wednesday's" continue to be a platform for social and emotional curriculum connections and reflections and are highly beneficial to our students engagement.

Our Junior Years students (P-2) participate in Project Based Learning (PBL) which gives students a learning intention, however encourages them to achieve the success criteria through a variety of means, chosen by their own interests. All of our students get the opportunity to apply for the Student Representative Council (SRC). It is a rigorous selection process. Our student attendance data is strong and the school advocates that it is "not ok to be away" and follows up on reasons for absence on the day.

Due to the lack of community events, student voice and agency also took a knock post covid and we worked hard to rebuild these connections in the wider community. Student voice and agency will continue to be a focus in 2023.

Other highlights from the school year

It was incredible be able to participate in all of our excursions, incursions, camps, graduation and the production this year without disruption. The social calendar was full and our students were exposed to so many different value add activities.

Our 'Smoking Ceremony' in September was an event which will be remembered fondly by all for many years to come.

Financial performance

As of 31st December 2022 the school had a surplus, and any underspend from 2020/2021 due to covid was carried forward into 2022 and spent. Our school grounds are very large, requiring extensive and regular works to ensure that they are safe. Our school is small and many of our teachers are experienced, therefore, our staffing costs are high. The schools equity funding amounting to \$5000 was used towards the library program which complimented the reading focus outlined above. We received a small government grant for a shade sail which will be installed in 2023, and a DET grant for an arborist to complete work on our high risk trees. Our rebuild and refurbishment has sparked much interest in the local community and surrounding suburbs, creating an increase in our overall enrolments.

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 161 students were enrolled at this school in 2022, 75 female and 86 male.

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

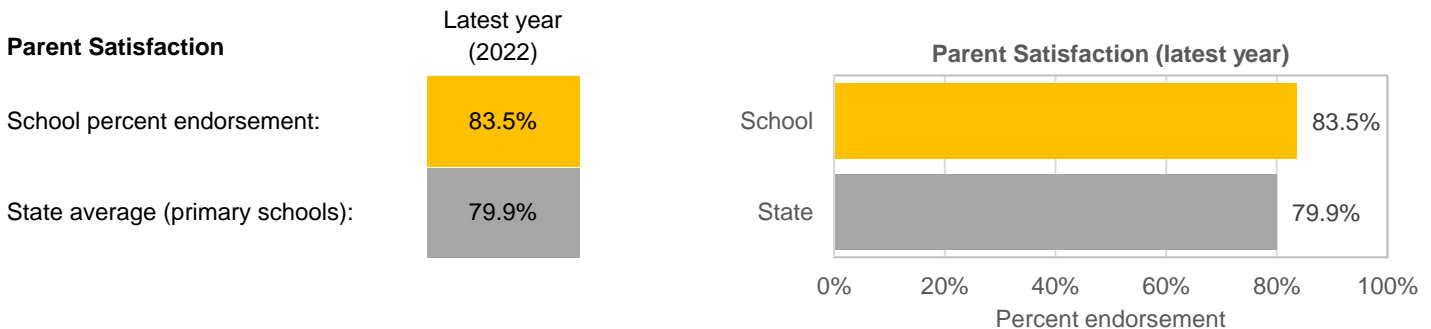
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

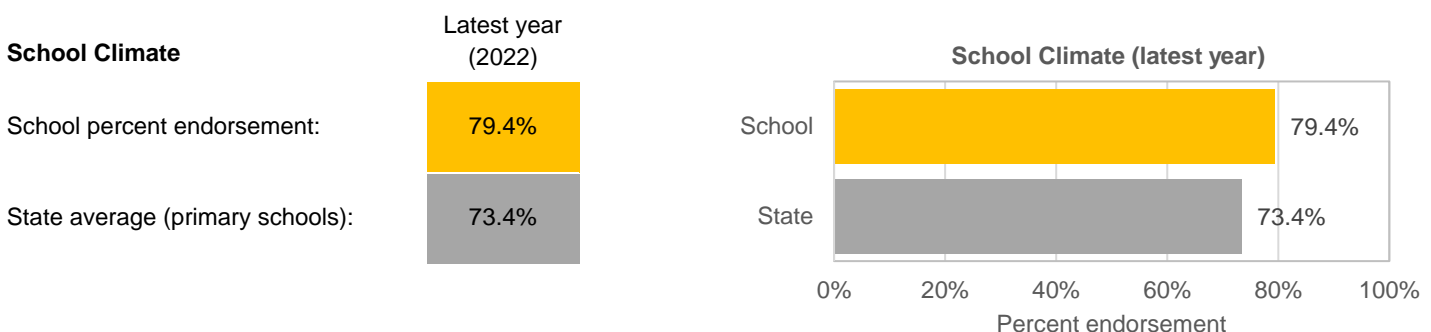


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

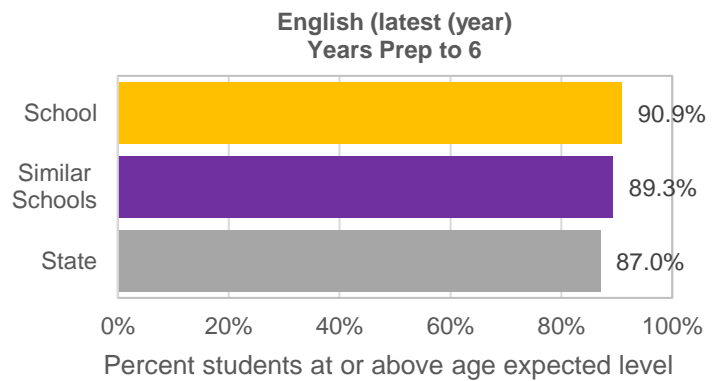
90.9%

Similar Schools average:

89.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

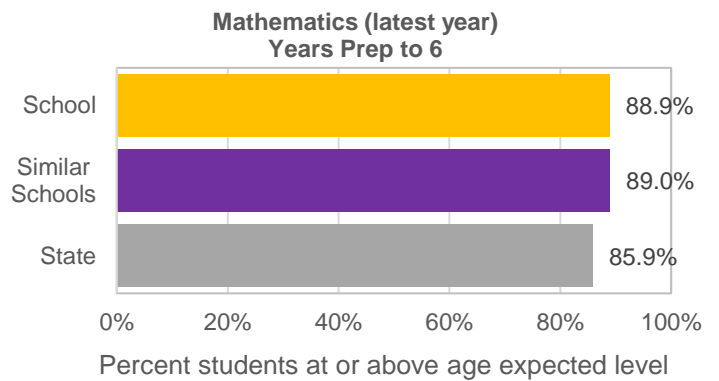
88.9%

Similar Schools average:

89.0%

State average:

85.9%



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.

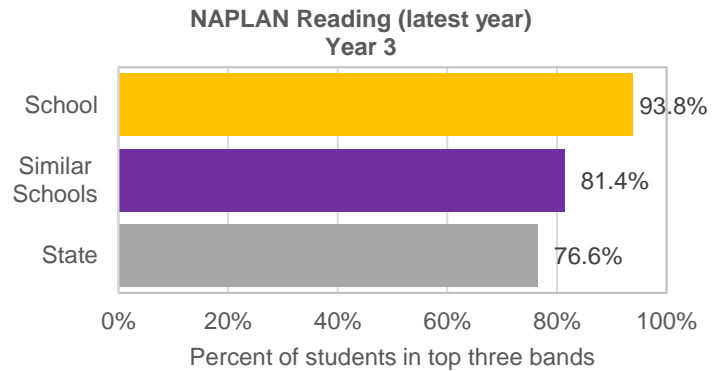
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

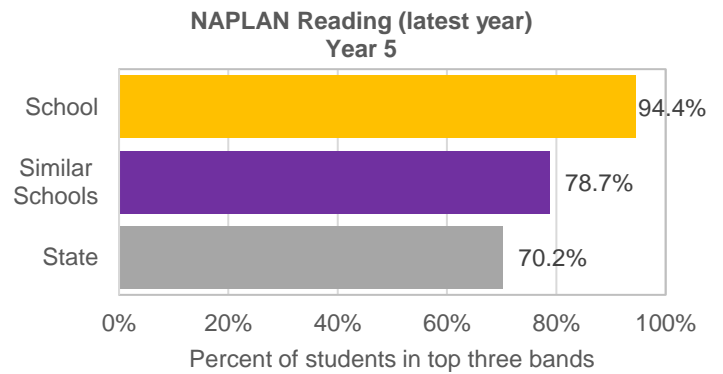
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.8%	98.1%
Similar Schools average:	81.4%	83.2%
State average:	76.6%	76.6%



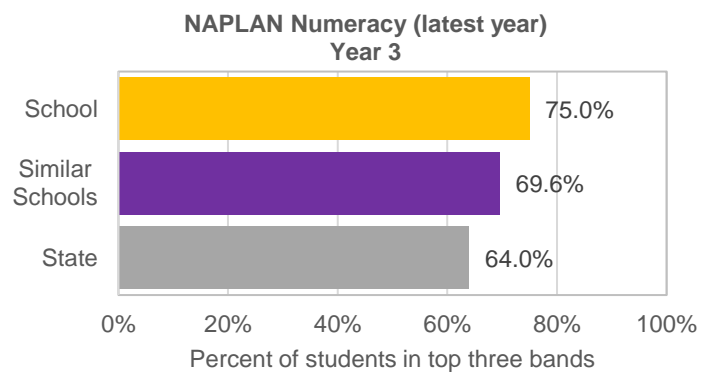
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.4%	85.7%
Similar Schools average:	78.7%	77.3%
State average:	70.2%	69.5%



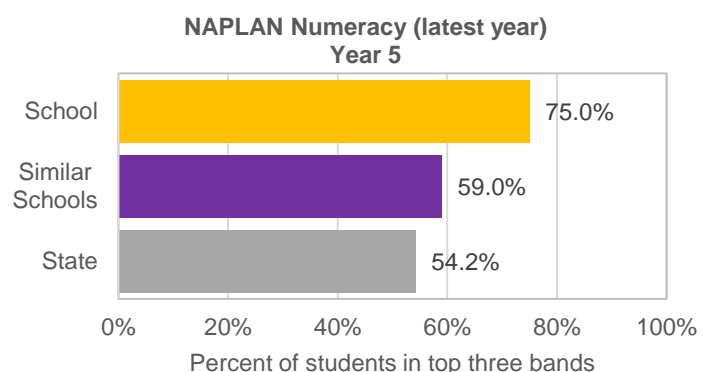
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	88.9%
Similar Schools average:	69.6%	73.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	81.3%
Similar Schools average:	59.0%	64.4%
State average:	54.2%	58.8%



WELLBEING

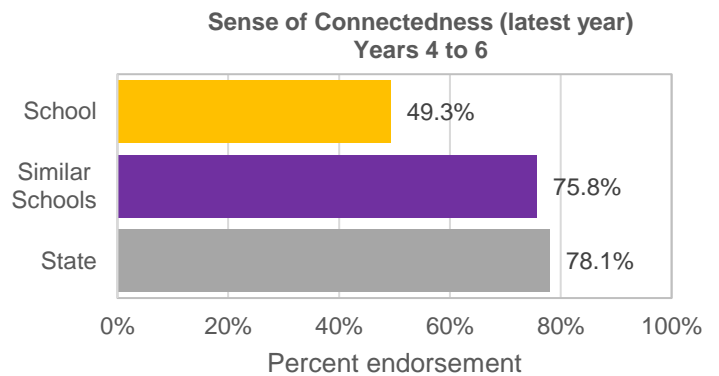
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	49.3%	48.2%
Similar Schools average:	75.8%	77.0%
State average:	78.1%	79.5%

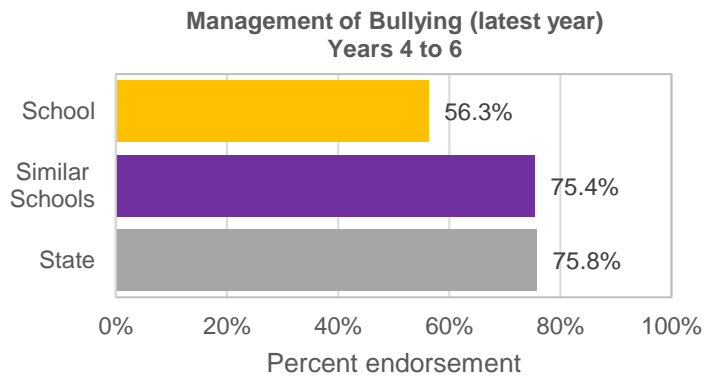


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	56.3%	51.7%
Similar Schools average:	75.4%	77.6%
State average:	75.8%	78.3%



ENGAGEMENT

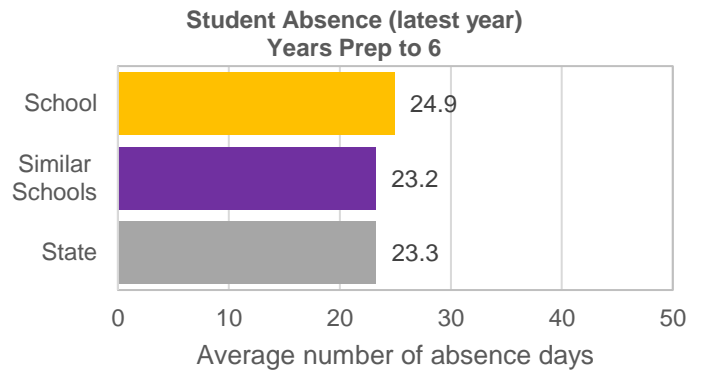
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	24.9	14.4
Similar Schools average:	23.2	16.3
State average:	23.3	17.0



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 (2022):	87%	88%	84%	92%	84%	90%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,409,113
Government Provided DET Grants	\$202,647
Government Grants Commonwealth	\$6,600
Government Grants State	\$0
Revenue Other	\$12,360
Locally Raised Funds	\$224,715
Capital Grants	\$8,482
Total Operating Revenue	\$1,863,916

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$1,383,607
Adjustments	\$0
Books & Publications	\$245
Camps/Excursions/Activities	\$70,238
Communication Costs	\$2,647
Consumables	\$32,082
Miscellaneous Expense ³	\$7,578
Professional Development	\$203
Equipment/Maintenance/Hire	\$10,929
Property Services	\$74,515
Salaries & Allowances ⁴	\$76,676
Support Services	\$19,223
Trading & Fundraising	\$37,937
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,527
Total Operating Expenditure	\$1,747,405
Net Operating Surplus/-Deficit	\$108,030
Asset Acquisitions	\$21,639

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$423,355
Official Account	\$11,790
Other Accounts	\$317
Total Funds Available	\$435,462

Financial Commitments	Actual
Operating Reserve	\$48,651
Other Recurrent Expenditure	\$5,252
Provision Accounts	\$0
Funds Received in Advance	\$25,000
School Based Programs	\$105,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$218,903

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.