

2021 Annual Report to The School Community



School Name: Riddells Creek Primary School (0528)



- 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 May 2022 at 01:21 PM by Sally Curmi (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 20 May 2022 at 10:08 AM by Kristin Barton (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, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

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

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

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

Riddells Creek Primary School is a Foundation to Year 6 school that has served the local community for almost 160 years. Located in the heart of Riddells Creek, the school is 57km from Melbourne in the Macedon Shire of Victoria. We are proud of our strong community connections and global outlook. The school is situated on 3 acres of grounds, including a full-size football oval, soccer/rugby pitch, two basketball courts, a sensory garden, a wide range of play equipment and a kitchen garden, with chooks, to support our Stephanie Alexander kitchen garden program. We have modern and flexible teaching and learning facilities, including a recently-completed learning hub for our Year 5/6 students.

In 2021 we had 317 students enrolled in our school, with 2% of our enrolments identifying as Aboriginal or Torres Strait islander. Our family backgrounds are predominantly Australian, with the next four countries of origin for our families being the United Kingdom, New Zealand, Thailand, and Finland. In 2021, RCPS had 20.5 equivalent full time teaching staff and 6.4 equivalent full time education support staff. Our staffing profile comprised of the Principal, Assistant Principal, one Learning Specialist, 17 Classroom and Specialist Teachers and ten Education Support staff working in various administrative and student support roles. Our specialist program subjects were Music, Drama, Physical Education, Visual Arts, the Stephanie Alexander Kitchen Garden and Auslan (as our language other than English). Riddells Creek Primary School has a strong focus on social and emotional learning. We introduced Kimochis as a way of supporting our students to establish and sustain strong friendships and get along with others. The Kimochi approach supports students to understand and deal with social situations and their emotions in a positive way, develop strategies to manage challenges and take ownership of their actions.

At the end of 2020, Riddells Creek Primary School completed our school review. From this review, the school defined our purpose for 2021 and beyond as:

- Improving student learning achievement and growth for every student, with a particular focus on Literacy and Numeracy
- Improving intellectual engagement, student voice and learner agency
- Enhancing the social and emotional wellbeing of all students

School Vision:

RCPS strives for our students to become curious, creative, motivated and inquiring learners through the provision of a wide range of learning choices and exemplary teaching. Students will clearly understand their role in the learning process and will negotiate how they might best achieve the educational goals appropriate to their stage of learning. This will enable them to demonstrate their understanding, knowledge and skills to the best of their abilities in a personalised and positive learning culture.

We aim to:

Engage every child in personalised education that addresses individual interests, needs and potential

Integrate digital technology to enhance teaching and learning and provide new avenues for self-expression and understanding

Explicitly teach thinking skills and metacognition

Structure rich learning experiences that develop creativity, cooperation, collaboration and individual expression

Provide an active wellbeing program using the Berry Street Framework and the DET Respectful Relationships resources, as well as Kimochis to develop awareness of emotions and feelings and restorative practices.

Collaboration in learning between teachers, students and parents is important so that learning is done 'with' students rather than 'to' students. Connecting learning at home and school, partnering with families, and providing timely and effective communication will develop trust and provide a strong team approach in the education and wellbeing of our students.

School Values:

As Department of Education and Training (DET) employees, we share, promote and adhere to the following DET values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights.

We value the whole child and the importance of well-being. We promote social responsibility and civic engagement, compassion, resilience, perseverance and independence to capably prepare our students for an ever changing world

both locally and globally.

At RCPS we have a vibrant teaching and learning environment which encourages our students, staff, parents and the community to be critical life-long, independent learners who value themselves and others and who are aware of their place in and responsibility to the wider community.

We have a strong focus on the nine values for Australian Schooling: Respect, Tolerance, Responsibility, Honesty and Trustworthiness, Integrity, Fair go, Freedom, Care and Compassion, and Doing Your Best.

These shared values are part of Australia's common democratic way of life, which includes equality, freedom and the rule of law. They reflect our commitment to a multicultural and environmentally sustainable society where all are entitled to justice.

Framework for Improving Student Outcomes (FISO)

The FISO foci for 2021 were Excellence in Teaching and Learning - curriculum planning and assessment, Positive Climate for Learning - health and wellbeing, and Community Engagement in Learning - building communities. These aligned with our focus on the Department of Education priority goals for 2021.

This work was enabled through;

- Implementing the Tutor Learning Initiative with a focus on Year 2 - 6 students
- Implementing the PLC model to support teacher collaboration and reflection to strengthen teaching practice
- Reviewing the assessment and reporting schedule to ensure each assessment has purpose
- Refining the whole school approach to wellbeing
- Embedding the whole school approach to social-emotional learning through documentation and professional development
- Promoting the school FaceBook page to engage families

Achievement

Students at Riddells Creek learn in a supportive environment which aims to maximise individual growth. There have been challenges in the past year with continued remote learning where some students performed well when working independently and others found this environment much more difficult. Our students access their learning through Webexes, Google classroom and Seesaw.

Scope and Sequences for Maths, Reading and Writing were developed during 2021 and have given more direction for teachers as to the explicit teaching they are expected to be doing. The percentage of our Year 5 students in NAPLAN - Reading in the top 3 bands over a 4-year average (2018, 2019 and 2021) rose from 71.8% to 78.9%, In Year 3, the percentage of our students in the top 3 bands over a 4-year average (2018, 2019 and 2021) dropped from 80.4% to 70.2 %. This has contributed to the shift in our reading instruction towards the 'Science of Reading' approach. The school has implemented internal staff professional development to analyse this data, the current evidence-based research and changes we can make to further improve our teaching and learning practices. Our assessment schedule was also reviewed and amended to reflect changes to this pedagogy.

Our Year 3 NAPLAN - numeracy data shows us that mathematics is an area for further improvement, and it was pleasing to see our Year 5 students in the top 3 bands increased from 60.4% to 67.5%.

The Tutor Learning Initiative was implemented in 2021 as one of our AIP targets. 18% of our students in the reading program and 13% of students in the maths program made at least 18 months growth. 69% of students in the reading program and 70% of students in the maths program made 12 months or more growth.

The Professional Learning Community (PLC) model that was adopted in 2020 has continued to grow and has helped teachers to focus and identify the individual points of need for our students. Our school data wall that was introduced in 2021 has allowed teachers to look more closely at the whole cohort of students and how teachers can collaborate to maximise student achievement. The low growth we have experienced in maths has shown us a focus on maths pedagogy and formative assessment will be important future PD for our staff.

Engagement

Student engagement and wellbeing is central to our core purpose. We demonstrate this by valuing the whole child and placing emphasis on creating a positive climate for learning. During the challenges of the past year, with onsite disruption and lack of face-to-face time, we used whole school programs and approaches such as the Vic Education Department's Respectful Relationships and the targeted social and emotional program 'Komichis to give our students strategies to feel engaged and connected to their learning and each other. The AIP 2021 key improvement strategy on maintaining happy, active and healthy students during periods of remote learning and interrupted schooling has been our focus. The online presence and connections were maintained through seesaw, WebEx, Google classroom. Through 'The Attitudes to School Survey' our students expressed a sound sense of connectedness to and confidence in school. The score percentages sit at RCPS 'connectedness 76% with 78% 'similar' schools and state levels in this area.

Engagement means that our students clearly understand their role in the learning process and negotiate how they might best achieve the educational goals appropriate to their stage of learning. In 2021 we saw a dip in Student Voice and Agency, particularly within 2021 grade 5 cohort. A grade 5 group did participate in 2021 Macedon Ranges Network Student Voice and Agency project. It explored authentic avenues of youth leadership. However, there will be a renewed PLC focus on student voice and agency and school safety in 2022 .

Kinder transition statements are received for each child. This valuable background information allows us to plan for future needs. Similarly, our Grade 6 teachers prepare transition statements for each student as they move to a secondary setting. Parents are given weekly updates about attendance in the newsletter and each student receives an attendance report each semester.

Students continued to have specialist classes in art, music, physical education and Drama online and onsite. There were opportunities to participate in many other activities including choir, instrumental music, recorder, chess, ukulele band, a biannual whole school production, swimming and a range other sporting activities including cross country, athletics, soccer, netball, football and tennis.

Wellbeing

Riddells Creek Primary School's wellbeing policy encompasses explicit policies and procedures which support the school community and foster a sense of belonging and appreciation of individuality. RCPS published an instructional model for teachers which gives an overview of all aspects of wellbeing

The explicit teaching of the social and emotional competencies is done in line with Vic curriculum, Respectful Relationships (DET) and the Kimochi program. This social and emotional learning is based around these three main resources that specifically target two-fold- 'self-awareness and management' and 'social awareness and management'. 2021 posed extraordinary challenges on the school community overall wellbeing with remote learning and prolonged lack of opportunity for students to socialise. The whole school roll out of the 'Kimochi' program with accompanying staff professional development proved to be very timely with students finding off site learning emotionally and socially challenging. Staff have found the student readjustment to onsite in term 4 also a challenge. Learning stamina was reported as low. The Wellbeing Team monitored vulnerable students and families during this time and support was offered in the form of referral or technology where needed. Students in need were targeted for extra support through the tutoring and intervention process. A Social Skills program, offered by a private qualified provider was also offered on site.

The training of two staff in 'Mpower' girls and the 'Revved up' for boys assisted with the student transition from online to on site. The Parent Survey and Attitudes to school surveys indicate more focus in 2022 in resiliency particularly again, in the grade 5 cohort.

'In school transition' is also an important focus and addressing the variations between classrooms is a priority. Planning for student wellbeing includes a handover of student information between teachers as well as the opportunity for students to spend time with their new teacher and peers over a three week period in Term 4. Staff in their teaching teams plan, observe and reflect together.

Riddells Creek transition program supports a prep buddy program and a peer mediation program. The new preps meet their buddy for the following year who will usually be a grade 6 student.

Our students overall are well represented and connected to local sports and clubs such as scouts, netball and football.

Finance performance and position

The school council and school leadership team monitors the financial management of the school through Finance School Council sub-committee meetings and they report directly to the school council twice each term. We are currently operating with a managed deficit, due to declining enrolments and the existing workforce composition. Equity funding was used to provide intervention support for students across the school, and incorporated both withdrawal and in-class intervention strategies and initiatives. In the second half of the year, the Parents Club was re-established and completed fundraising to support the school production and also the installation of an entry arbour at the main pedestrian entrance to the school. We were successful in applying for and receiving a grant for a bush tucker garden and beehive, to complement our current kitchen garden program. The revenue from the Out of School Hours Care program in locally raised funds affords us the capacity to maintain ageing facilities and provide a variety of programs for our students. There are also two salaries that are paid through central payroll that are in addition to the SRP and have to be allowed for in the cash budget.

For more detailed information regarding our school please visit our website at www.rcps.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 317 students were enrolled at this school in 2021, 161 female and 156 male.

0 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

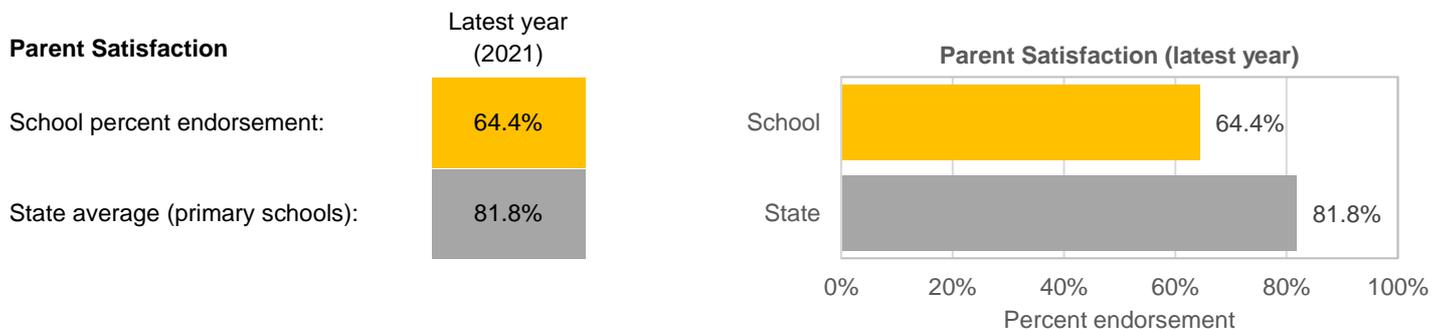
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

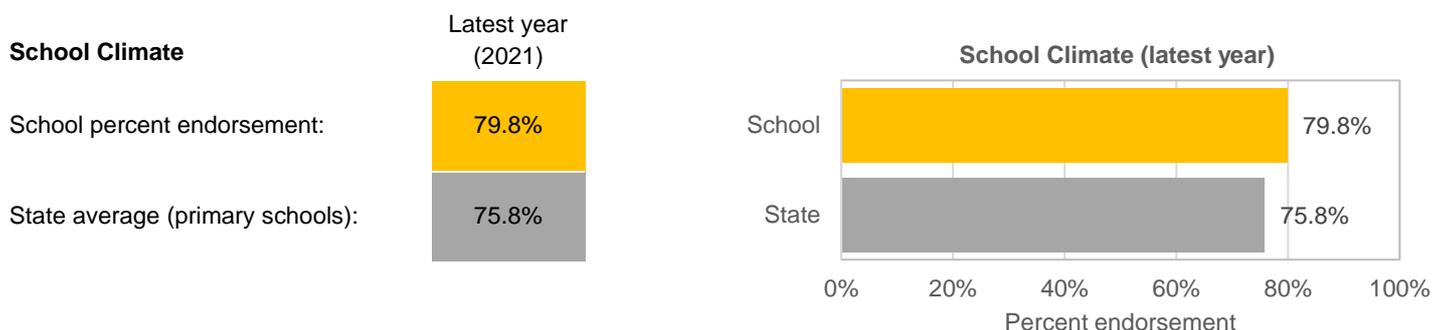


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

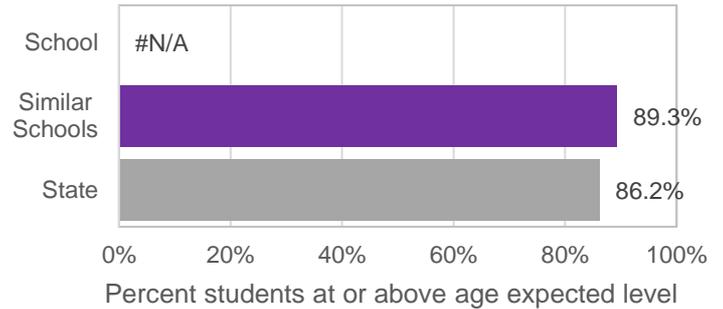
Similar Schools average:

89.3%

State average:

86.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

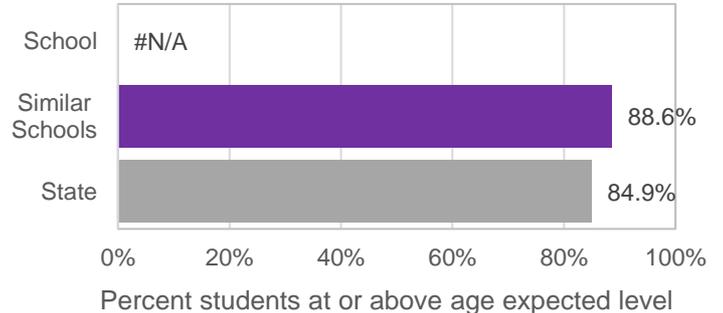
Similar Schools average:

88.6%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



ACHIEVEMENT (continued)

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

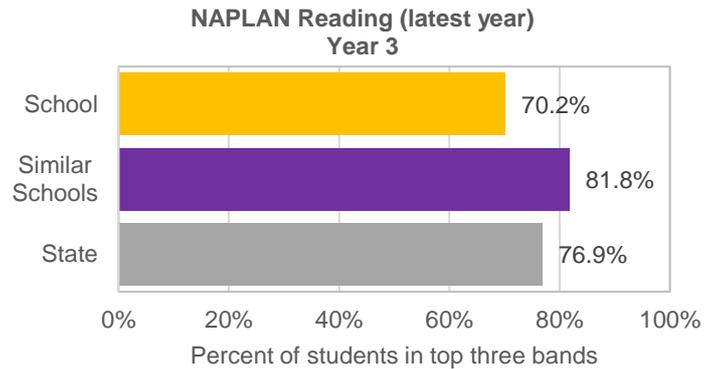
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

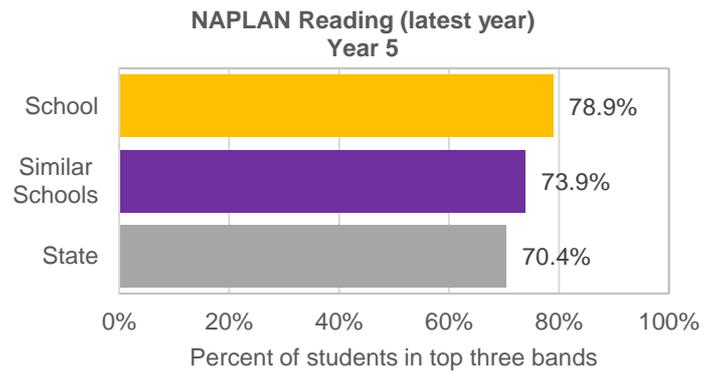
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.2%	80.4%
Similar Schools average:	81.8%	80.8%
State average:	76.9%	76.5%



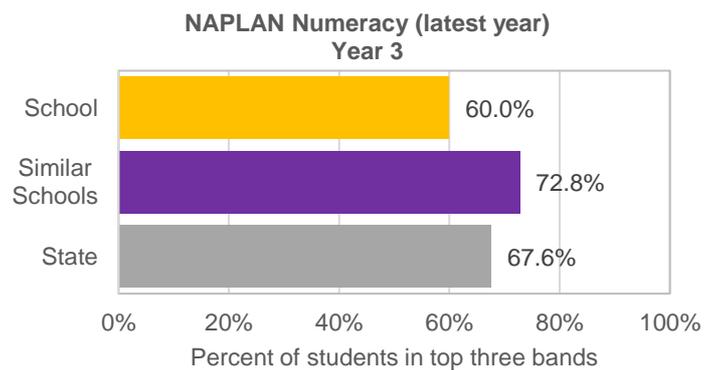
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.9%	71.8%
Similar Schools average:	73.9%	72.0%
State average:	70.4%	67.7%



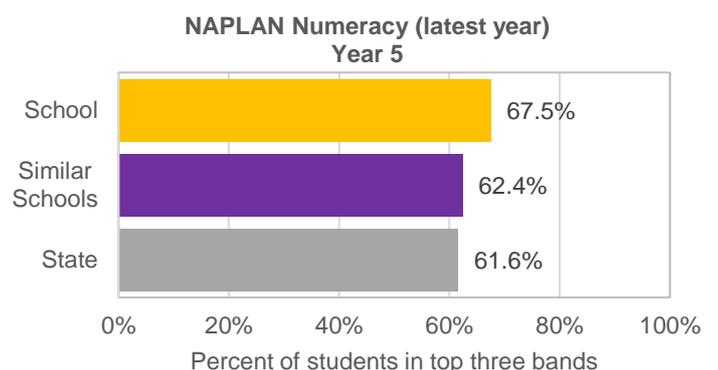
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	70.5%
Similar Schools average:	72.8%	73.9%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.5%	60.4%
Similar Schools average:	62.4%	62.0%
State average:	61.6%	60.0%



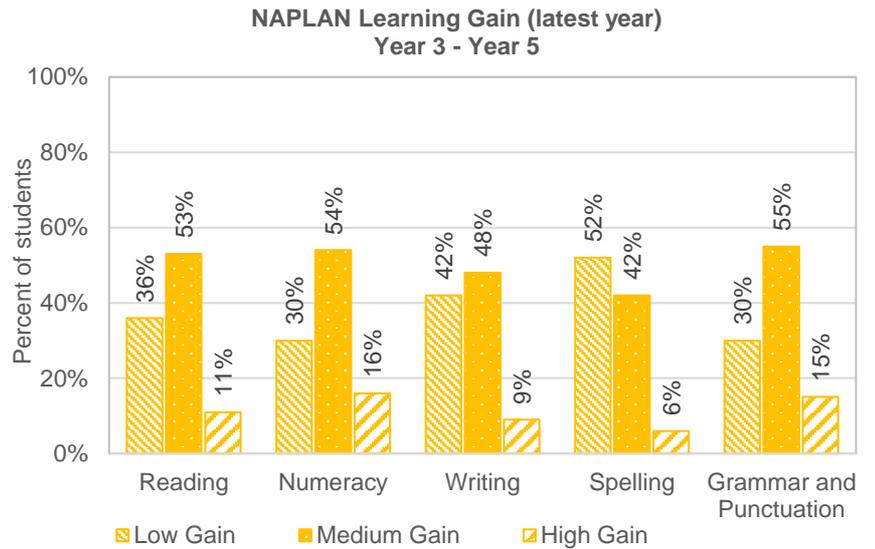
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	36%	53%	11%	24%
Numeracy:	30%	54%	16%	18%
Writing:	42%	48%	9%	20%
Spelling:	52%	42%	6%	20%
Grammar and Punctuation:	30%	55%	15%	22%



ENGAGEMENT

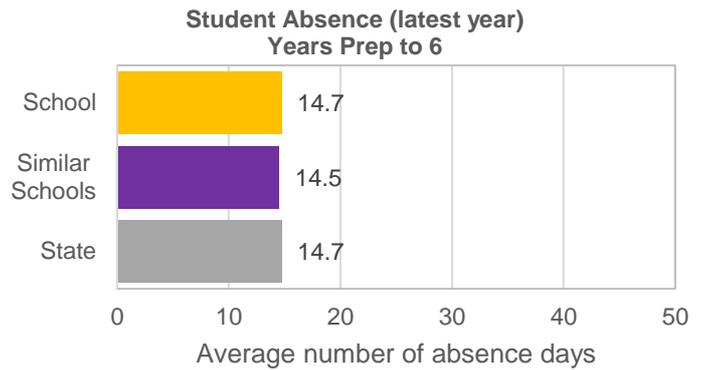
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.7	14.1
Similar Schools average:	14.5	14.6
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	93%	94%	93%	93%	91%	91%

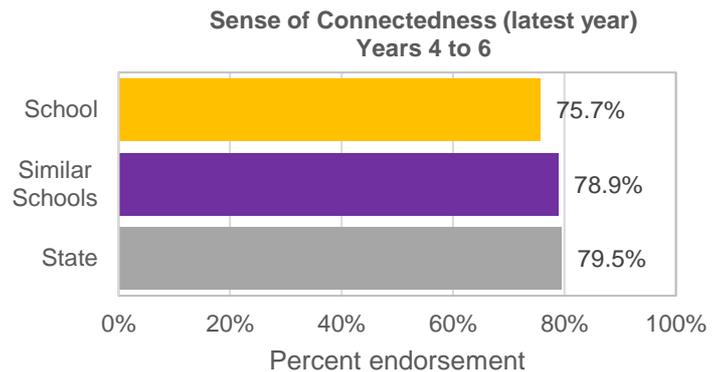
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	75.7%	83.7%
Similar Schools average:	78.9%	79.0%
State average:	79.5%	80.4%

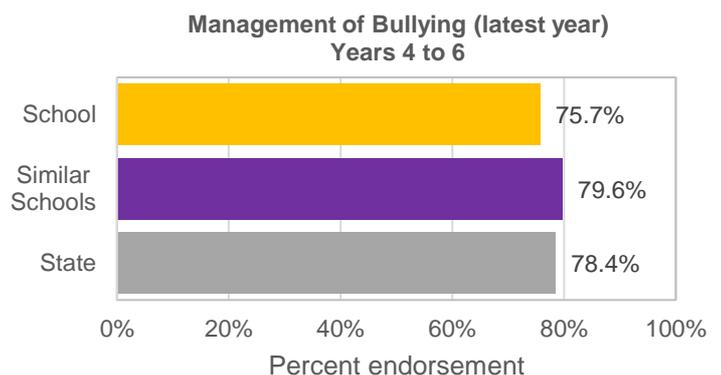


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	75.7%	85.4%
Similar Schools average:	79.6%	80.2%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,653,301
Government Provided DET Grants	\$209,483
Government Grants Commonwealth	\$223,010
Government Grants State	\$11,500
Revenue Other	\$17,190
Locally Raised Funds	\$273,389
Capital Grants	\$0
Total Operating Revenue	\$3,387,872

Equity ¹	Actual
Equity (Social Disadvantage)	\$23,619
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$23,619

Expenditure	Actual
Student Resource Package ²	\$3,004,078
Adjustments	\$0
Books & Publications	\$3,634
Camps/Excursions/Activities	\$28,129
Communication Costs	\$2,931
Consumables	\$51,396
Miscellaneous Expense ³	\$87,860
Professional Development	\$11,276
Equipment/Maintenance/Hire	\$35,012
Property Services	\$138,100
Salaries & Allowances ⁴	\$297,397
Support Services	\$21,731
Trading & Fundraising	\$25,702
Motor Vehicle Expenses	\$55
Travel & Subsistence	\$0
Utilities	\$40,932
Total Operating Expenditure	\$3,748,236
Net Operating Surplus/-Deficit	(\$360,363)
Asset Acquisitions	\$18,256

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$407,582
Official Account	\$31,455
Other Accounts	\$0
Total Funds Available	\$439,037

Financial Commitments	Actual
Operating Reserve	\$114,463
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$23,065
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$350,778
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$488,305

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.