

2020 Annual Report to The School Community



School Name: Rupanyup Primary School (1595)



- 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 13 May 2021 at 04:16 PM by Cameron Weston (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 offline by School Council President and processed by Christina Arnold (SPOT Admin) on 22 June 2021 at 09:28 AM

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

Rupanyup Primary School is located in the central Wimmera region in the shire of Yarriambiack, with the closest major town being Horsham, 45 kilometres distant. It is a feeder school for Murtoa College.

In 2021 the school has 27 students; in the past few years enrolment has declined, due to families moving away from the town. There are 19 families in the school; 10 live in the township and 9 families live in from the outlying farming district. The children of families from farming districts travel to school by bus. The student family occupation (SFOE) index of the school in 2021 was 0.5490

The school is staffed by the principal, who also teaches two days a week, two full time teachers and a 0.6 business manager.

The school is set in large grounds that include a shaded climbing area and individual play spaces, and a landscaped garden and sport courts at the front of the school. Adjacent to the school and within the school's responsibility is a shared community swimming pool. The pool is surrounded by a tall fence and is maintained by the school.

The main building of red brick was constructed in the 1920s. The school has had two additions over time: a freestanding learning technologies centre that houses the art room, and the youth hall that was relocated and refurbished in 2007. Within the main building the school has a well-patronised library and the Mobile Area Resource Centre (MARC) visits the school each fortnight to supplement library resources. The youth hall is used by the community for a range of activities including The Dirt Music Festival, playgroup and by the school for extra-curricular events.

The School Council assists with school operations and parents are involved in excursions, sporting events, fetes and concerts and community classes.

The school has recently received a state funded grant that will assist in providing a before and after school care program for at least the next 4 years. This is a major boost for the school and it's community as many of the families work long hours and require extra support.

The Student Council is active in raising money for school events and charities. All Year 5 and 6 students are given leadership positions to foster the school values. Across all year levels, positive behaviours are promoted through the explicit teaching of the values and the implementation of the School Wide Positive Support System.

Students participate in inter-school activities, including Year 6 student visits to the nearest secondary college as part of the transitions program, Country Education Program activities with other primary schools and involvement in sports and charities events.

The vision of the school was changed in 2019. Previously it was "Rupanyup Primary School sees its core purpose as providing a positive learning environment and to prepare its students academically for Secondary College and socially for life." This was changed to "Rupanyup Primary School students are welcoming and embrace diversity in an inclusive environment. Together we build skills, friendship, confidence and community spirit."

The community identified values of Rupanyup PS are:

- Integrity - Be honest, learn from mistakes
- Perseverance – Keep trying, over come difficulties
- Respect - Be polite, think of others
- Responsibility – Accept challenges and be reliable.
- Cooperation - Work together, share

Motto: Achieving Together

The main aims of the Strategic plan are to identify ways to ensure all areas of the Victorian Curriculum are delivered appropriately. We have also focused on improving communication between home and school. Finally, we have also worked on improving staff data literacy to inform our teaching of literacy and numeracy and to ensure differentiation is adopted across the school.

Framework for Improving Student Outcomes (FISO)

One of the school’s focus areas included ‘building practice excellence.’ A major area of work planned for 2020 was centred on a whole school redevelopment of how to teach reading at Rupanyup PS. Staff were planning to use the PLC process to analyse data and link it to class planning and instruction, as well as revising the reading assessment schedule. This work was limited owing to coronavirus restrictions on staff gatherings for a significant part of the year. Towards the end of the year staff met for valuable PD on reading however the target was not met.

Another FISO focus was ‘building communities.’ One of the key actions of this was promoting parent involvement in the school. Again this was not achieved due to coronavirus restrictions to parents and students onsite.

We were scheduled to complete our school review in 2020, however due to coronavirus it was pushed back until mid year 2021 .

Achievement

In 2020, the school continued to work on its strategic plan goal of Improving Learning Outcomes for all students. Literacy was our focus in 2020, reading in particular. Despite an interrupted year due to remote learning, most students made progress, although it was less than expected. Majority of our measures in the strategic plan were based around NAPLAN which was not conducted in 2020. We used a number of internal assessments to measure growth which has shown that we did not meet our target which was “70% of all students will achieve 1 year’s growth in reading as measured by external measurements and teacher judgements.”

The ratings for English areas (teacher judgement), when compared to other Victorian government primary schools were:

- Overall- English 70% (state 86%)
- English- Reading 62% (state 86%)
- English- Speaking and listening 89% (state 91%)
- English- Writing 62% (state 81%)

According to teacher judgement across all areas of Mathematics an average of 68% of students achieved at or above the expected growth in 2020, however there was a lower percentage compared to the state average of 85%.

The ratings for Mathematics areas (teacher judgement), when compared to other Victorian government primary schools were:

- Overall- Mathematics: 68% (state 85%)
- Mathematics- Measurement and geometry 66% (state 85%)
- Mathematics- Number and algebra 77% (state 85%)
- Mathematics- Statistics and probability 63% (state 85%)

Another target in our strategic plan was, ‘Student voice and agency will increase from 50% positive endorsement to 75% positive endorsement by the end of 2020.’ This target was almost met. Student voice and agency increased from 50% to 72% in 2020 which was 8% above the state average. Throughout remote learning there was an increased emphasis on student feedback around what learning style/activities best suited them. As students were learning from home they were encouraged to adopt an approach that provided stimulation as well as promoting productivity.

Student voice and agency- 72% (state 64%)

Engagement

Rupanyup PS students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity.

Student absence data for 2020 places Rupanyup PS well below the state average. The data was heavily impacted by remote learning with student attendance barriers such as limited technology, poor internet connection and many parents unable to supervise their children due to work commitments. Rupanyup had 51% of students absent for 20 days or more compared to the state average of 20%.

However, 29% of students did only miss between 0.5- 9.5 days of school which was an improvement of 12% from 2019 data.

Issues with higher than average absences have been raised with the families concerned.

The staff survey had a school endorsement of 88% positive of school climate, compared to a state average of 77.8%.

Wellbeing

The student opinion survey measured the 'connectedness to school' of the Year 4/6 students at a 'higher' level to the State in 2020 – with a Rupanyup PS score of 82% compared to State 79%.

The Student Attitude to School survey showed 82% endorsement on the management of bullying (compared to 78.0% for State figures). The three-year average for the school is 83%

Teacher concern (student/teacher relationships) was 80% (compared to a state figure of 72%). This was gratifying after such a disrupted year of teaching and extended periods of remote learning.

With a change to remote learning we started the initiative of 'Lunchtime Catch ups.' We recognised that students, teachers and parents were all experiencing some added pressure during remote learning, so we introduced 'Lunchtime Catch ups.' as a way for students to connect with each other while they were offsite. This allowed students to chat with friends in an informal setting as well as providing parents with a break.

We have continued to embed a comprehensive positive behaviour model that promotes the recognition and rewarding of students who are demonstrating the school values through their behaviour. The curriculum provides students with the opportunity to develop their social and emotional skills to be life long learners.

Financial performance and position

The School maintained a strong financial position throughout 2020 continuing to carry a small surplus of \$16,518.00. This surplus will allow us to ensure appropriate staffing levels in 2021 with decreasing student numbers. The School Strategic Plan, along with the Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

In 2020, using equity funding we employed a 0.26 Teacher and .16 Integration Aide to provide valuable reading intervention to the students and to fund the lease of the smart boards located in all 3 classrooms.

We have carry over Buildings and Maintenance funds allocated to the refurbishment our toilet block in 2021.

The school applied for and received Sporting Schools Grants for 2 terms which was to enable us to run an expanded sports program including golf and swimming. Our swimming program ran for 3 weeks in term 1. Due to coronavirus our Golf program had to be cancelled. We will endeavor to run this 2021.

Our technology was upgraded this year to ensure students can all access laptops and iPad's in class. We hope to continue this over the coming years.

Only limited fundraising occurred in 2020 due to the coronavirus and the closure of the school.

For more detailed information regarding our school please visit our website at
<http://rupps.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 43 students were enrolled at this school in 2020, 22 female and 21 male.

10 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) which takes into account parents' occupations and education.

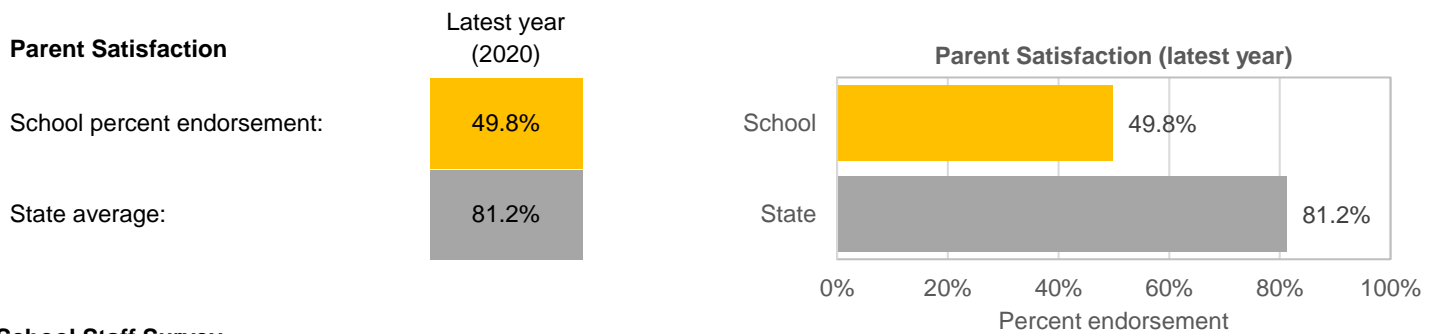
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

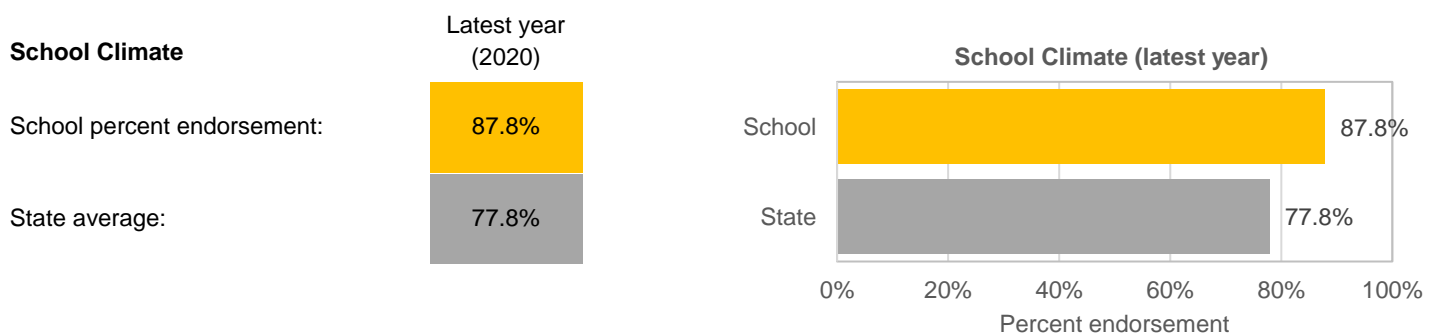


School Staff Survey

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:

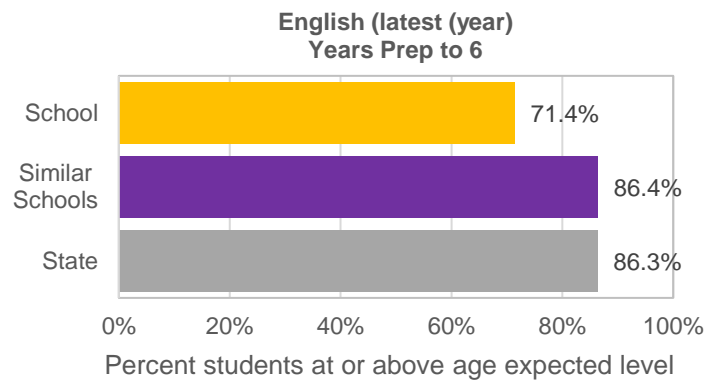
71.4%

Similar Schools average:

86.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

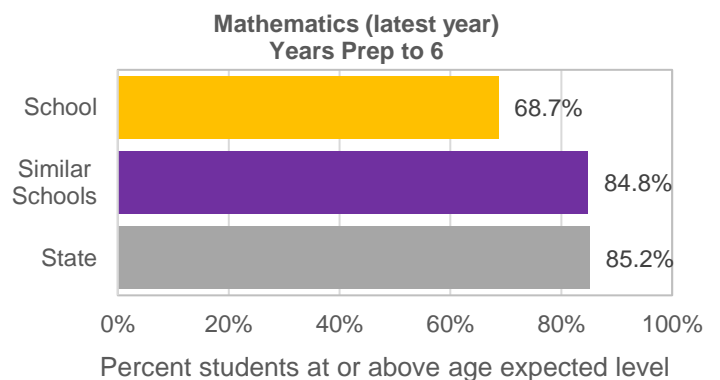
68.7%

Similar Schools average:

84.8%

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

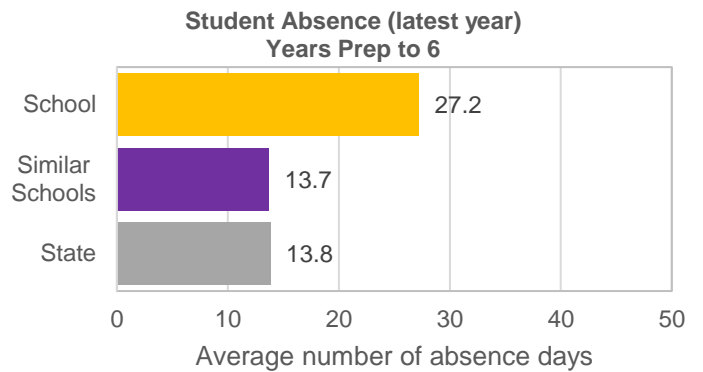
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.2	21.0
Similar Schools average:	13.7	14.9
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):	94%	93%	82%	75%	80%	89%	89%

WELLBEING

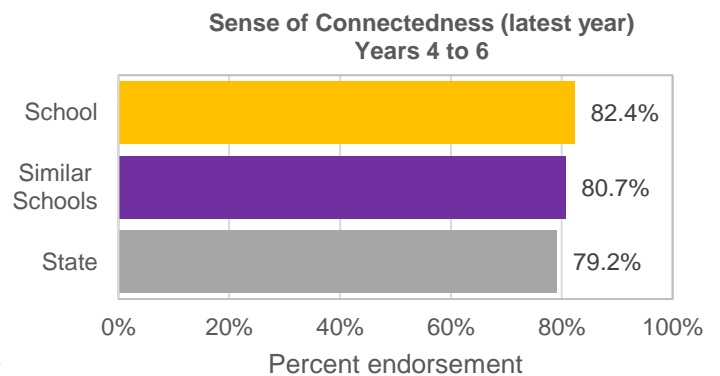
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	82.4%	83.6%
Similar Schools average:	80.7%	80.5%
State average:	79.2%	81.0%



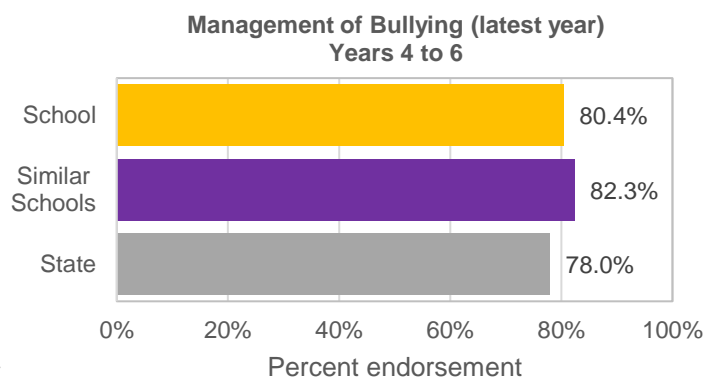
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	80.4%	77.8%
Similar Schools average:	82.3%	82.4%
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	\$547,909
Government Provided DET Grants	\$144,898
Government Grants Commonwealth	\$3,600
Government Grants State	NDA
Revenue Other	\$3,240
Locally Raised Funds	\$10,408
Capital Grants	NDA
Total Operating Revenue	\$710,054

Equity ¹	Actual
Equity (Social Disadvantage)	\$56,410
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$56,410

Expenditure	Actual
Student Resource Package ²	\$531,666
Adjustments	NDA
Books & Publications	\$892
Camps/Excursions/Activities	\$7,627
Communication Costs	\$1,343
Consumables	\$13,042
Miscellaneous Expense ³	\$5,964
Professional Development	\$1,815
Equipment/Maintenance/Hire	\$16,567
Property Services	\$24,086
Salaries & Allowances ⁴	\$7,553
Support Services	\$3,295
Trading & Fundraising	\$3,546
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$612
Utilities	\$6,816
Total Operating Expenditure	\$624,824
Net Operating Surplus/-Deficit	\$85,230
Asset Acquisitions	NDA

- (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	\$214,729
Official Account	\$9,560
Other Accounts	NDA
Total Funds Available	\$224,289

Financial Commitments	Actual
Operating Reserve	\$15,375
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$6,039
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$61,414

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.