

2022 Annual Report to the School Community

School Name: William Ruthven Primary School (5544)



- 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 27 March 2023 at 03:58 PM by Donald Eddington (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 04 April 2023 at 12:35 PM by Tamara Jimenez (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
-

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

William Ruthven Primary School is a caring school community located in the northern suburb of Reservoir. Our vision is to develop literate, numerate and curious learners who are empowered and ready for each stage of their learning. We seek to instil personal and collective responsibility via our school values of respect, inclusion, curiosity and excellence (doing your best). We have high expectations of ourselves and our students. Through a safe and orderly environment, we are committed to developing happy and confident learners who aspire to do their best. English and mathematics are at the core of our school's teaching and learning program. This program is enhanced through our specialist subjects - science/robotics, visual arts, physical education and Auslan. Classroom teachers deliver the school's library program. Our approaches to teaching and learning enable us to tailor programs to how our students learn best. We see education as a partnership between home and the school. By working together with our parents and carers, we give our students the best opportunity to flourish academically, physically, socially and emotionally.

In 2022, our staff comprised of two principal class officers, two part-time learning specialists (literacy and numeracy), eight classroom teachers, three part-time specialist teachers, and one full-time and nine part-time education support staff. The total number of students enrolled at the school in 2022 was 176 - 97 were female (55%) and 79 were male (45%). Fifty-seven students (32%) had English as an Additional Language (EAL), four students (2%) were Aboriginal or Torres Strait Islander, and one student (0.05%) was in out of home care. Ten students (5.6%) receive funding through the Programs for Students with Disabilities (PSD).

Progress towards strategic goals, student outcomes and student engagement

Learning

William Ruthven Primary School continued to deliver on its Key Improvement Strategies from its School Strategic Plan (SSP). Specifically, Curriculum planning and assessment, Evidence-based, high-impact teaching strategies, Building practice excellence, Evaluating impact on learning, and Parents and carers as partners. Coaching and mentoring was disrupted by periods of teacher absences due to COVID-19. Actions included:

- Continued implementation of Student Trackers (data collection spreadsheets) to inform planning.
- Dedicated two hours of literacy and numeracy planning (alternating fortnights) supported by learning specialists.
- Consistent implementation of instructional model in classrooms (which draws upon high-impact teaching strategies).
- Professional learning in mathematics (classroom teachers) and the introduction of problem solving as an additional specialist area for 30 minutes each week (from Term 4).
- Implementation of the Tutor Learning Initiative (reading) and Victorian High-Ability Program (English and mathematics).

Teacher judgements of student learning achievement from Prep to Year 6 are above similar schools but below the state average in English and mathematics. Our outcomes for students in the top three bands of NAPLAN reading in Year 3 and 5 is equivalent to similar schools but below the state average. In the top three bands of NAPLAN numeracy in Year 3 the outcomes are below similar schools and the state average; and in Year 5 the outcomes were above similar schools but below the state average.

In terms of effective teaching practice for cognitive engagement, the students' 2022 Attitudes to School Survey data showed that the percentage of positive endorsement was above similar schools, network schools and the state:

- High expectations for success: 98% (similar schools: 93%; network schools: 93%; state: 93%).
- Differentiated learning challenge: 91% (similar schools: 84%; network schools: 81%; state: 84%).
- Effective teaching time: 91% (similar schools: 84%; network schools: 80%; state: 33%).
- Effective classroom behaviour: 88% (similar schools: 76%; network schools: 75%; state: 77%).
- Stimulated learning: 79% (similar schools: 77%; network schools: 75%; state: 78%).

In terms of student learning, the 2022 School Staff Survey data showed that the percentage of positive endorsement was equal to or above similar schools and network schools (state averages are not available):

- Collective focus on student learning: 86% (similar schools: 86%; network schools: 81%).
- Collective responsibility: 99% (similar schools: 85%; network schools: 86%).
- Guaranteed and viable curriculum: 95% (similar schools: 79%; network schools: 71%).
- Teacher collaboration: 85% (similar schools: 69%; network schools: 60%).
- Instructional leadership: 94% (similar schools: 80%; network schools: 68%).

Wellbeing

Explicit social-emotional learning is implemented in all classes throughout the school. Our focus for student wellbeing was to establish a whole-school approach to social and emotional learning and student behaviour management. The implementation of the Resilience, Rights and Respectful Relationships (RRRR) and Catching On Early programs, combined with the continued use of individual learning, behaviour, safety, and emotional regulation plans, formed the basis of our wellbeing program.

Our school's behaviour management charts are visible in all classrooms and around the school. We have a consistent whole-school approach, with a focus on the students' rights: (1) The right to learn without distraction, and (2) The right to be safe and happy. Staff ensure that 'low-level' incidents are dealt with and followed up with a phone call home. Our parents/carers and students have confidence that our classrooms and school yard are safe and happy places. This has been achieved through our collective work with our families. Appropriate behaviour is rewarded with our 'gold slips'. Five gold-slip rewards are drawn each Thursday at our whole school assembly. Gold slips are issued to students who display our school values in learning spaces and in the yard. Learner-of-the-Week awards are also presented at weekly assemblies. We have a centralised system for recording classroom and yard-based behavioural incidents - the Behaviour Incident Register (BIR). The BIR allows the school to track the regularity and severity of behavioural incidents.

Students' sense of connectedness and the management of bullying is above similar schools and the state average. In terms of student safety, the students' 2022 Attitudes to School Survey data showed that the percentage of positive endorsement was above similar schools, network schools and the state:

- Not experiencing bullying: 96% (similar schools: 82%; network schools: 84%; state: 82%).
- Advocate at school: 93% (similar schools: 86%; network schools: 84%; state: 86%).
- Respect for diversity: 88% (similar schools: 78%; network schools: 78%; state: 79%).

Staff, parents and carers have received Child Safe training to familiarise them with our comprehensive suite of policies, procedures and protocols. Staff also received additional Community Understanding and Safety training to support Indigenous students. In 2022, School Council unanimously endorsed William Ruthven Primary School becoming a Safe School as public statement of support for lesbian, gay, bisexual, transgender, intersex and questioning students.

Engagement

Student non-attendance remains an area for whole-school improvement with the average number of absence days in 2022 being 22.3 days. The average number of absence days is marginally lower than the state average (23.3 days of absence) and lower than the average number of days for students attending similar schools (25.7 days of absence). In 2022, 40% of our students were absent for 20 or more days. One student attended school every day. Absences due to parent choice, interstate and overseas family holidays and COVID-19 were reasons primarily given for students not being in attendance.

The school provides a differentiated learning program in English and mathematics to target the learning needs of our students. The Victorian High Abilities Program (VHAP) and extension programs enrich the school's offering to high achieving students. The Tutor Learning Initiative (reading and mathematics) aims to narrow the learning gap for students working below the expected level and increase their self-confidence.

Student voice is developed through classroom opportunities as well as student leadership roles.

In terms of social engagement/learner characteristics and engagement, the students' 2022 Attitudes to School Survey data showed that the percentage of positive endorsement was above similar schools, network schools and the state:

- Sense of connectedness: 80% (similar schools: 76%; network schools: 77%; state: 78%).
- Sense of inclusion: 96% (similar schools: 87%; network schools: 86%; state: 87%).
- Student voice and agency: 73% (similar schools: 64%; network schools: 62%; state: 65%).
- Motivation and interest 79% (similar schools: 78%; network schools: 75%; state: 78%).
- Perseverance: 79% (similar schools: 73%; network schools: 72%; state: 75%).
- Self-regulation and goal setting: 89% (similar schools: 84%; network schools: 81%; state: 84%).
- Sense of confidence: 81% (similar schools: 73%; network schools: 76%; state: 76%).

In terms of engagement, the 2022 School Staff Survey data showed that the percentage of positive endorsement was above similar schools and network schools (state averages are not available):

- Parent and community engagement: 88% (similar schools: 68%; network schools: 74%).

Other highlights from the school year

The 2022 school year saw the return of well-loved school events such as our school concert, Celebration and Awards night, excursions, and the Book Week parade. The introduction of new community events such as Movie Night and a Trivia Night also proved popular with families. As has taken place every year, Year 5 and 6 students had the opportunity to attend a three-day, two-night camp.

After community consultation in 2021, Auslan was introduced as the school's new language.

A 'House' system was also introduced in 2022, with the students researching prominent Australians who have contributed to our society. The House names, as decided by students, are Freeman (yellow), Hollows (red), Irwin (green) and Wild (blue) which are reflective of the areas of health and sport, mathematics and science, humanities and the environment, and the arts and literature. The school's values were reviewed in consultation with students, parents, carers and staff. The school now has two student wellbeing-focused values - respect and inclusion, and two student learning-focused values - curiosity and excellence (doing your best).

Our talented students performed well across a diverse range of extra-curricular events and competitions:

- A student received a NAIDOC Medal of Excellence for her poem, 'Respecting culture'.
- 70 students participated in the Premiers' Reading Challenge.
- 25 students participated in the Australian Mathematics Competition: 15 proficiencies, 5 credits and 1 distinction.
- 39 students participated in the district athletics – with one student going to represent the school at state level.
- 28 students participated in the district cross country – with six students going on to represent the school at division level.
- District interschool sport premiers for: rounders and bat tennis; and runner-up for: AFL football and netball.

Financial performance

William Ruthven Primary School maintained a healthy financial position throughout 2022. The 2020-2023 School Strategic Plan (SSP), together with the 2022 Annual Implementation Plan, continued to provide the framework for School Council to allocate funds to support school programs and priorities. The Financial Performance and Position Report shows an end-of-year surplus. This surplus was due to effective management of the Student Resource Package and changes in the staffing profile. Equity funding was used to support our SSP goal to improve literacy and numeracy outcomes for all students. Actions associated with this goal include the appointment of literacy and numeracy learning specialists, and the employment of additional classroom aides to support students who are not funded through the Department's Program for Students with Disabilities (PSD).

Our generous and hard-working parent community continued to fundraise throughout the year. The Special Events and Fundraising sub-committee of School Council raised \$11,689.01 (net profit). Money raised will go towards the purchase and installation of outdoor tables and chairs for students. This is the highest amount raised in the school's history.

The cost of providing all students' stationery and specialist subject materials for 2022 was \$17,300. Voluntary financial curriculum contributions of \$3,313.00 were made for 32 students. Twenty-eight voluntary financial contributions of \$25.00 each (totalling \$700.00) were made to the Library fund and for buildings and grounds maintenance.

School Council currently has two contracts:

1. Junior Adventures Group/OSH Club (outside school hours care): Under the contract, Junior Adventures Group has a guaranteed revenue of \$7,500 per term (\$30,000 per year) paid by the school.
2. PSW (school uniform supplier agreement): Under the terms of the uniform supplier agreement, PSW sells school uniforms directly to parents/carers. The school receives a 5% commission calculated on GST-exclusive sales.

For more detailed information regarding our school please visit our website at
<https://www.williamruthvenps.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 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 177 students were enrolled at this school in 2022, 97 female and 80 male.

32 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).

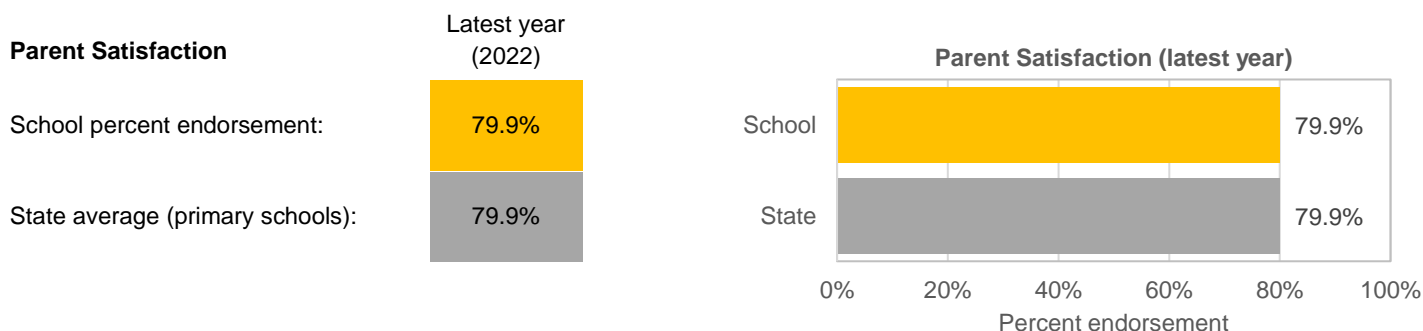
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

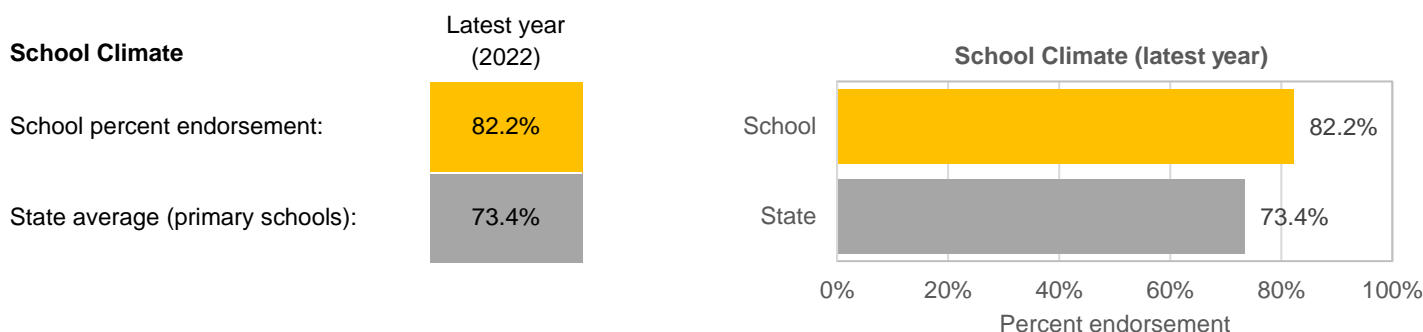


School Staff Survey

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.



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:

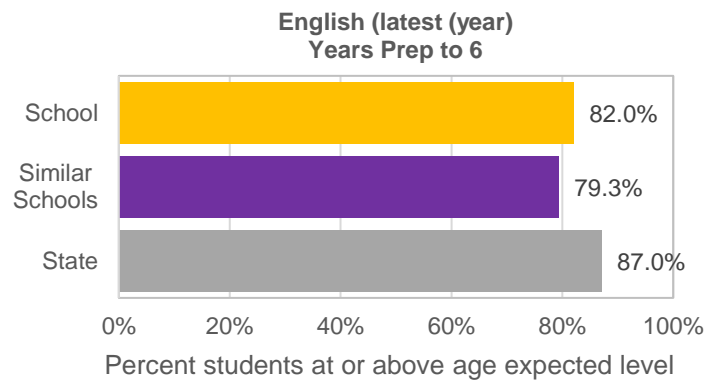
82.0%

Similar Schools average:

79.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

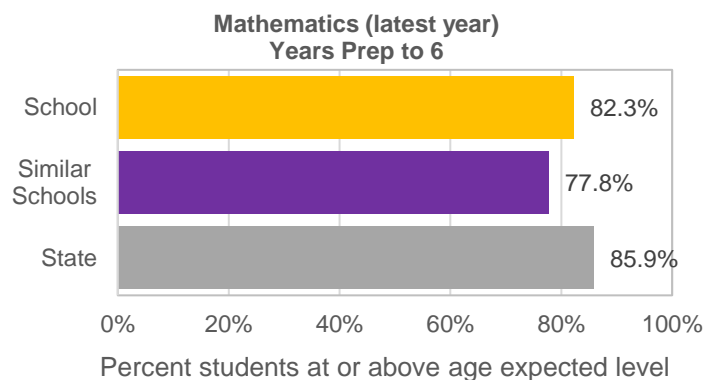
82.3%

Similar Schools average:

77.8%

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.

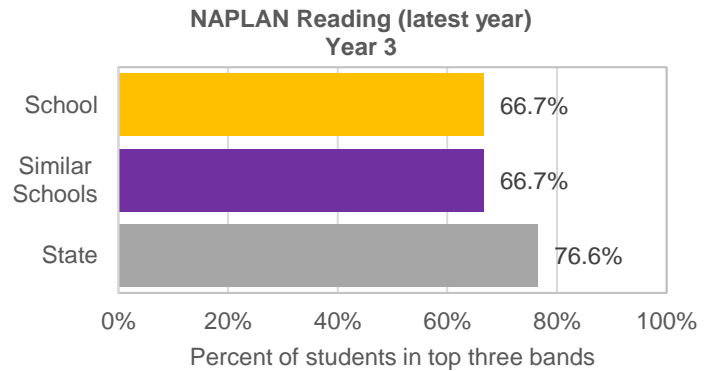
NAPLAN

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.

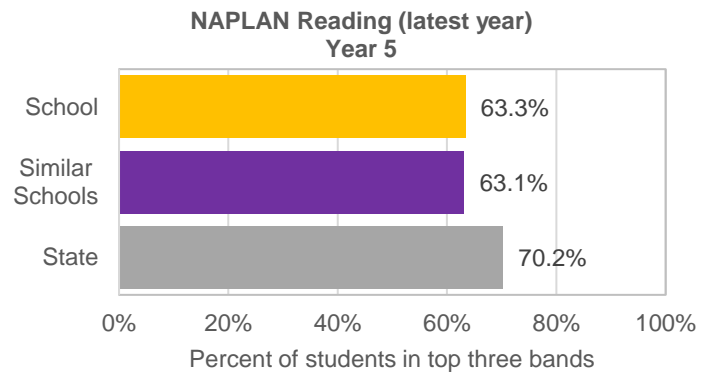
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	56.5%
Similar Schools average:	66.7%	68.2%
State average:	76.6%	76.6%



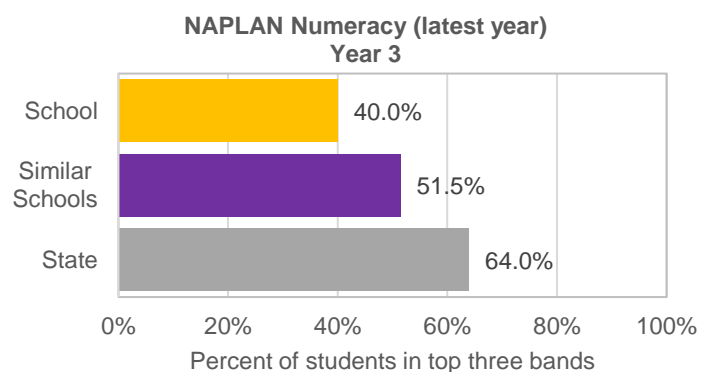
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.3%	60.9%
Similar Schools average:	63.1%	61.4%
State average:	70.2%	69.5%



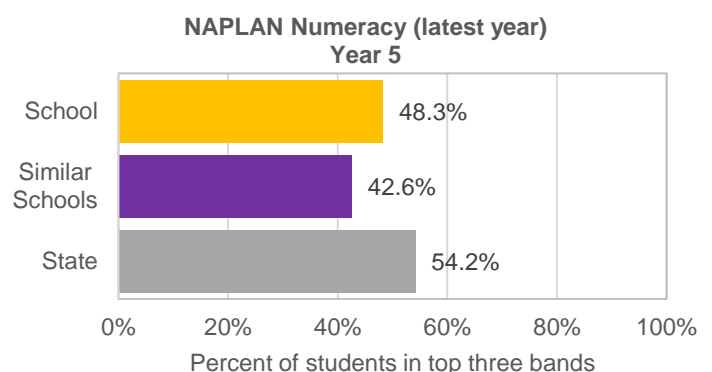
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	42.6%
Similar Schools average:	51.5%	54.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.3%	51.2%
Similar Schools average:	42.6%	47.7%
State average:	54.2%	58.8%



WELLBEING

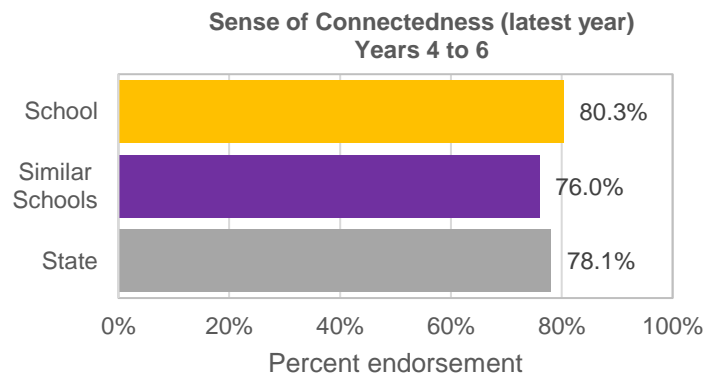
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	80.3%	80.4%
Similar Schools average:	76.0%	77.6%
State average:	78.1%	79.5%

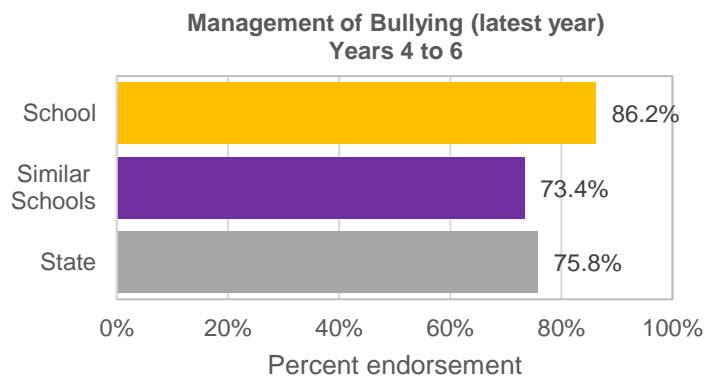


Student Attitudes to School – Management of Bullying

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:	86.2%	82.2%
Similar Schools average:	73.4%	76.8%
State average:	75.8%	78.3%



ENGAGEMENT

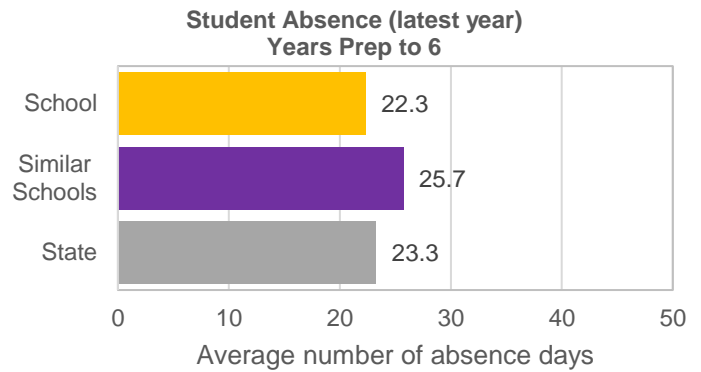
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.3	22.2
Similar Schools average:	25.7	19.8
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%	90%	90%	89%	90%	89%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,215,896
Government Provided DET Grants	\$304,171
Government Grants Commonwealth	\$11,726
Government Grants State	\$0
Revenue Other	\$8,800
Locally Raised Funds	\$52,715
Capital Grants	\$0
Total Operating Revenue	\$2,593,308

Equity ¹	Actual
Equity (Social Disadvantage)	\$198,321
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$198,321

Expenditure	Actual
Student Resource Package ²	\$2,025,733
Adjustments	(\$6,023)
Books & Publications	\$1,617
Camps/Excursions/Activities	\$36,171
Communication Costs	\$4,078
Consumables	\$41,508
Miscellaneous Expense ³	\$4,237
Professional Development	\$5,537
Equipment/Maintenance/Hire	\$23,423
Property Services	\$62,537
Salaries & Allowances ⁴	\$17,205
Support Services	\$94,124
Trading & Fundraising	\$34,813
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,495
Total Operating Expenditure	\$2,372,455
Net Operating Surplus/-Deficit	\$220,853
Asset Acquisitions	\$25,684

- (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	\$372,075
Official Account	\$47,683
Other Accounts	\$1,586
Total Funds Available	\$421,344

Financial Commitments	Actual
Operating Reserve	\$51,416
Other Recurrent Expenditure	\$3,464
Provision Accounts	\$0
Funds Received in Advance	\$10,890
School Based Programs	\$37,789
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$50,000
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	\$153,559

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.