

2023 Annual Report to the School Community

School Name: Ramleigh Park Primary School (5581)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 March 2024 at 04:34 PM by Linda Corcoran (Principal)

- This 2023 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 19 April 2024 at 07:58 AM by Adelene Foo (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Ramleigh Park Primary School is built on a strong foundation of our Vision and Values. Our students' learning and wellbeing is at the centre of all that we do and our vision is: *'Ramleigh Park PS will provide a safe environment where all are given opportunities to learn and grow. Together, we will create a culture of high expectations, and inspire students to be active global citizens.'* This is embraced by staff, students, parents and the broader community. Our school has 4 values that have an acronym of CARE;

- We **Collaborate** in the pursuit of learning from, together and with each other
- We **Aspire** to do and be the best that we can be, and we will encourage each other in our Aspirations
- We **Respect** ourselves and each other through our words and actions each day and understand that our behaviour has an impact on those around us.
- We **Explore** the world around us, being brave to seek new ways of learning and working, and to discover how we can contribute to being global citizens.

The school opened in 2021 during the height of the COVID pandemic. It is a large multicultural primary school situated in Clyde North in the local government area of Casey. This is a high growth corridor in Melbourne South East suburbs and the school reflects the area it is located. It has quickly grown and at the end of 2023 had 1157 students and 125 staff. Thus includes 619 male students, 538 female students. The staffing profile includes 4 principal class members, 30 educational support staff, 5 Administration staff. In the profile summary the growth across the year is significant with 100 more students from the beginning to the end of the year. 64% percent of students have English as an additional language, with 43% born overseas. 1% are Aboriginal or Torres Strait Islander and a further 2% are refugees. Ramleigh Park is currently under an enrolment management plan to ensure the local families have preference for enrolment at the school. The 'Before and After School Care' program is operated on site by TeamKids, a registered care provider.

The school has focused on enrolment growth by continual recruitment of high quality staff, running a strong induction program for all new staff. This includes supporting graduate teachers in their learning. At Ramleigh Park we believe all are learners and this is represented through the strong Professional Learning Community that has been established that supports teacher learning.

The school underwent it's first review. This took place over 5 days and came to a positive conclusion. The panel agreed that there was a positive learning culture which was shown with all key improvement targets met. The school will now prioritise three area for the next 4 years. These are;

- student achievement in literacy and numeracy
- student wellbeing, connectedness and pride in the school
- student connectedness to, and engagement in learning.

The school has a strong focus on using Professional Learning Communities (PLC) to analysis student learning data and target all students to create the best learning for each individual. This information is also used to create a culture of learning for all, to improve staff teaching and learning practices. Thereby we are focusing as a whole on a differentiated curriculum for the students at Ramleigh Park Primary School.

Progress towards strategic goals, student outcomes and student engagement

Learning

Leadership continued to work with the PLT Leaders to continue to investigate the actions of the PLC cycle, exploring and reflecting on each other's problems of practice to further develop their understanding. Through continued Professional Learning, Assistant Principals have facilitated rich conversation where leaders have continued to work together, sharing each other's strategies to give them opportunity to solve their challenges through the strengths and successes of other teams.

Maths Team – A working party planned and presented at a whole school Curriculum Day in Term 1. This day focused on increasing teacher confidence and engagement with maths and planning engaging and differentiated sequences of lessons. Many staff attended the network professional Learning that focused on engaging habits on maths tasks. From both learning opportunities teachers have increased the use of manipulatives in the classroom and students are having more 'fun' during their maths lessons, leading to higher engagement. Additional resources were purchased to support hands on learning and members of the numeracy team participated in professional learning and CoP across the year provided by the network.

Wellbeing Team – Achieved Bronze Accreditation for School Wide Positive Behaviour Support (SWPBS) and introduced Compass Pulse across the school to track student behaviour data. This data collects the 5W's (Where, When, What, Why, Who). The school worked closely with the Department of Education's SWPBS coach to achieve this. They also provided professional learning to the

ES Team to develop a common understanding of SWPBS framework, the behaviour matrix, behaviour flowchart and SWPBS language across the school.

English Team – Writing (Talk 4 Write Program) was the focus for the work the team. They spent time clarifying the structure of the program, coaching and modelling writing sessions and clarified misconceptions. The team also conducted an inquiry into one element of the program – ‘Think Alouds’. The leaders also spent time aligning the Toolkits to the GVC. In Term 3, they organised and presented a writing moderation PL to the whole staff – in this session the staff defined targets and looked at the Talk 4 Write Toolkits.

Inquiry Team – Audited the entire scope and sequence of Inquiry and STEM units across the school to ensure balance across the curriculum. This provided an opportunity for new units to be developed or refined to ensure we were addressing all areas of the curriculum. Time was also invested in digitizing the hexagonal planning clusters. Professional Learning was provided to new staff to ensure this planning process was implemented with fidelity.

Wellbeing

We have continued to respond the needs of our community with a focus on the mental health and wellbeing of all students. Through the School Wide Positive Behaviour Support (SWPBS) Framework, staff explicitly taught the expected positive behaviours to all students. The school achieved Bronze Accreditation for SWPBS and introduced Compass Pulse across the school to track student chronicle data. They also provided professional learning to the ES Team to develop a common understanding of SWPBS framework, the behaviour matrix, behaviour flowchart and SWPBS language across the school. The year again began with our Super Start to School, which saw SWPBS and Zones of Regulation taught intensively for the first three weeks in Term 1 to ensure students started the year in a safe environment with consistent expectations.

Numerous professional learning opportunities were pursued by the staff, encompassing topics such as 'Supporting Challenging Behaviours' and 'Trauma-informed practice', strengthening staff ability to foster a safe and inclusive learning atmosphere for all students. Select staff also engaged in professional training on Respectful Relationships, contributing to the promotion and modelling of respect, positive attitudes, and behaviours among students. The integration of Respectful Relationships alongside Zones of Regulation equipped our students to build healthy relationships, resilience and confidence.

In 2023, Ramleigh Park had 42 students funded under the Program for Students with Disabilities. These students were supported by Education Support Staff, termly Student Support Group meetings, Individual Education Plans and Behaviour Support Plans (where appropriate). Staff have continued to work through the Multi-Tiered Systems of Support to support positive outcomes for all students. The Welfare Team continued to strengthen their referral processes so that identified students were able to access support from our school speech therapist, wellbeing support officer and youth worker.

Engagement

Ramleigh Park continued to provide a stimulating and engaging learning environment in 2023. Through collaborative planning in Professional Learning Teams, staff planned lessons with a focus on differentiated teaching, SWPBS and student voice. The student lunchtime clubs program continued and included more clubs facilitated by teachers and students, to provide positive experiences for students at recess and lunchtimes. The club's program also increased student connectedness and engagement and continues to be very popular with the students. Play Club was included in the clubs program specifically engaging Prep and Year 1 students this was led by our Year 5 students.

Students in Years 4 and 6 had the opportunity to participate in camp, the Year 4 students attended Camp ADANAC and Year 6, Camp Gundawindi. In addition to camp, students in Years 3 and 5 participated in the Bike Ed Program and most students participated in either a swimming program (Prep – Year 2) or water awareness program (Year 6). Throughout the year students participated in a range of extra curricula opportunities in sport including Cross Country, Athletics, Hooptime and Gala Sports at school and district levels.

The Tribes Program was led by Year 6 Leaders and focused on developing student connectedness across the school community. Our Year 6 student leaders also organized and ran our whole school assembly every fortnight.

The school appointed a Community Liaison and Engagement Officer in 2023, their role was to strengthen connections and build the capacity of parent volunteers to assist with a range of opportunities at the school including classroom-based work, breakfast club, fund raising and event organisation. Some of the other initiatives include, English Language Program, Mini Stars Program and assisted in coordinating whole school events such as the Colour Run, Harmony Day, Easter Parade, Mother's and Father's Day stalls, Food Pantry and Diwali celebrations.

The ES Attendance Officer continued to monitor and follow up student absences. The attendance officer also recorded students who had taken extended holiday leave with their families. In 2023, unexplained absences decreased from 7.3 to 5.3. We also had a

decrease in the number of students with 30+ days attendance from school 34% (2022) down to 28% (2023).

Financial performance

Ramleigh Park Primary School maintained a very sound financial position throughout 2023. The school strategic plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Last year, the school continued to significantly invest in infrastructure development, including Cubbies and Teepee's in the playground, shade sails at the back of the gym which was supported partially by a government grant. With the increase infrastructure in more buildings, we have also invested in more furniture in the classrooms.

The Financial Performance and Position report shows an end of year surplus of \$1,657,583. This surplus occurred through generous Community/State grants, and Targeted Teaching Areas in 2023. We also received Commonwealth Government Grants for Sports, Commission from our before and after school care providers and from our uniform providers. We raised funds through our Colour Explosion Run which went towards much needed school yard resources, we also held 2 Bookfairs and election day sausage sizzle. Ramleigh Park Primary School has continued to see a steady increase in its equity funding in 2023. The equity funding we received was used to fund teaching and support staff as part of the Student Resource Package. We still have building works, eg playground, shade sails(just completed), but more shade sails are needed and maintenance which most of this surplus is allocated towards in 2024. The total funds available to the school at the end of the school year and it's overall financial position remains strong and allows the school to fund future improvement projects like synthetic turf under new shade sails, installing more shade sails and tables for outdoor learning.

For more detailed information regarding our school please visit our website at
<https://www.ramleighparkps.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 1066 students were enrolled at this school in 2023, 495 female and 570 male.

61 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

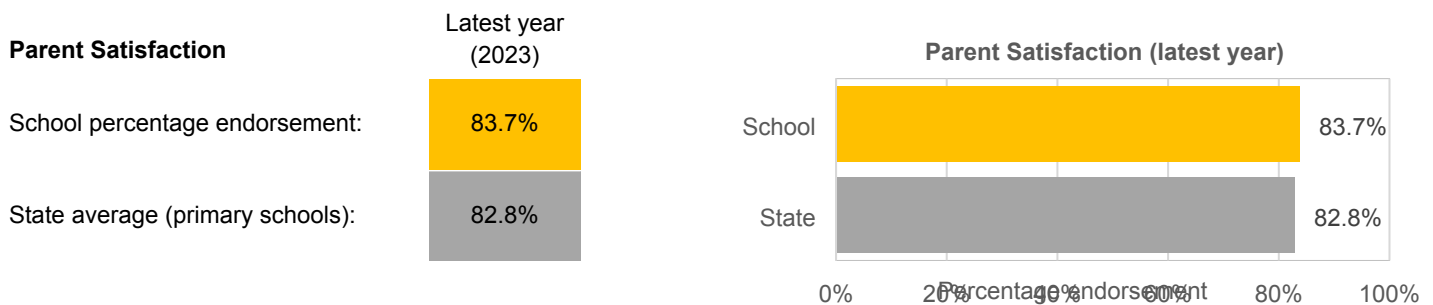
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

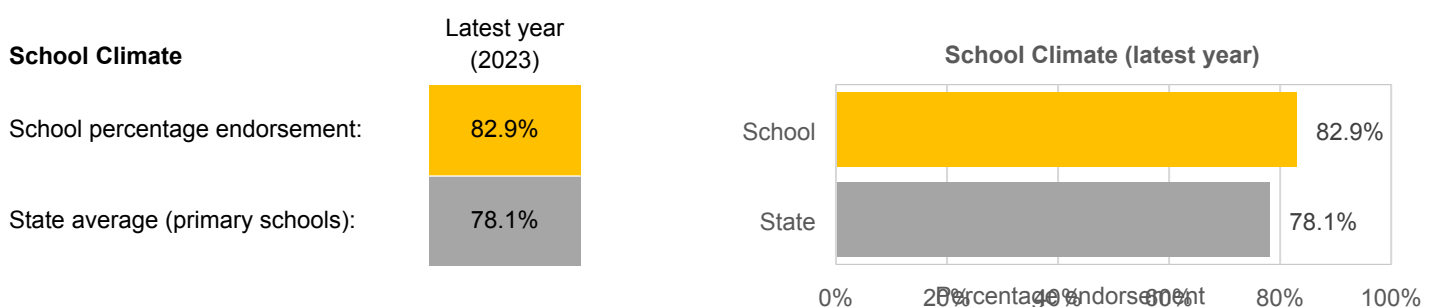


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

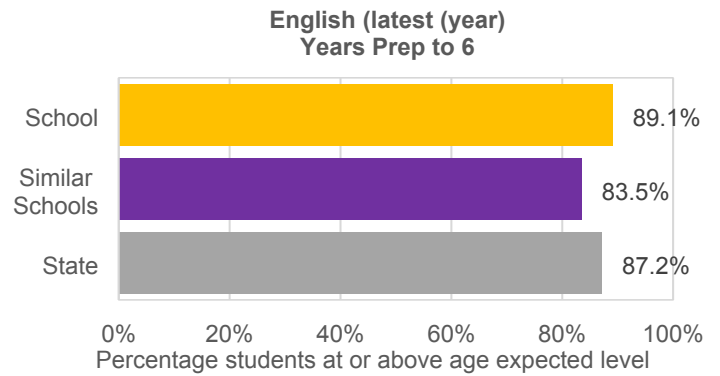
89.1%

Similar Schools average:

83.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

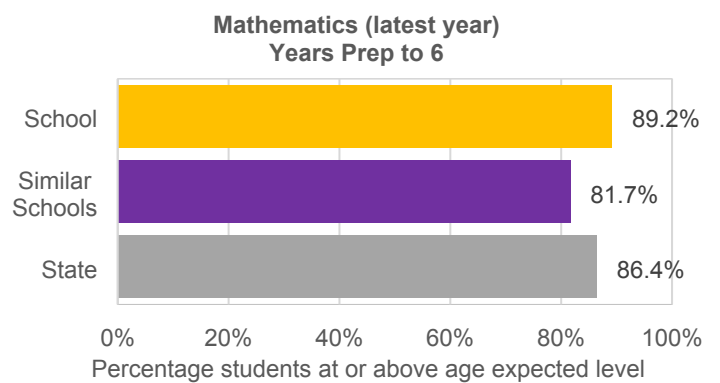
89.2%

Similar Schools average:

81.7%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.9%

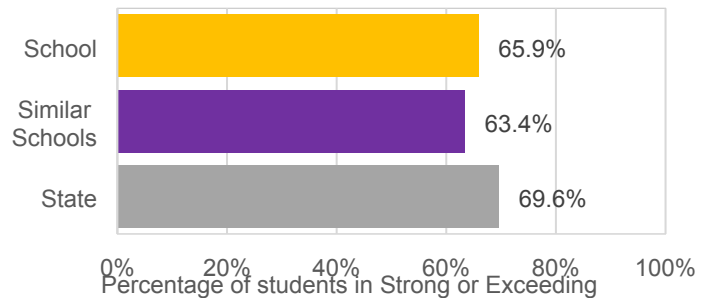
Similar Schools average:

63.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.8%

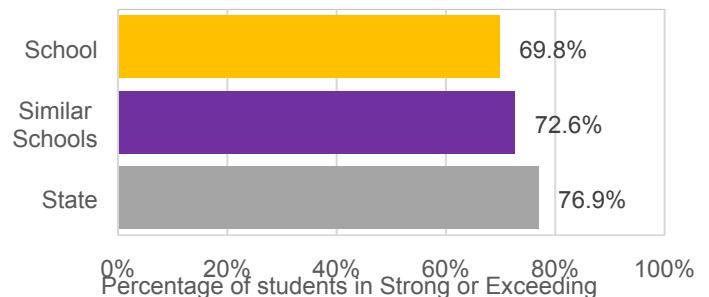
Similar Schools average:

72.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.7%

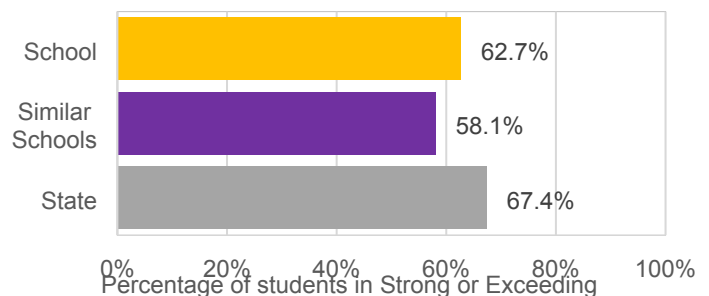
Similar Schools average:

58.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.0%

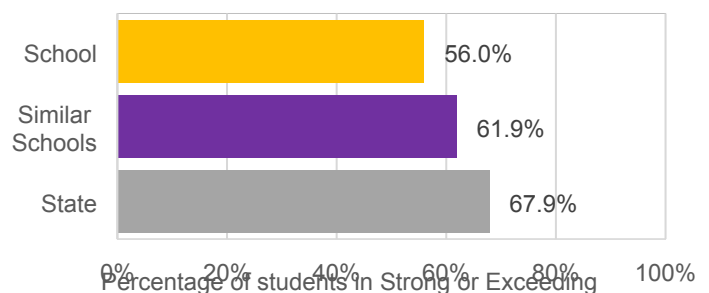
Similar Schools average:

61.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

80.9%

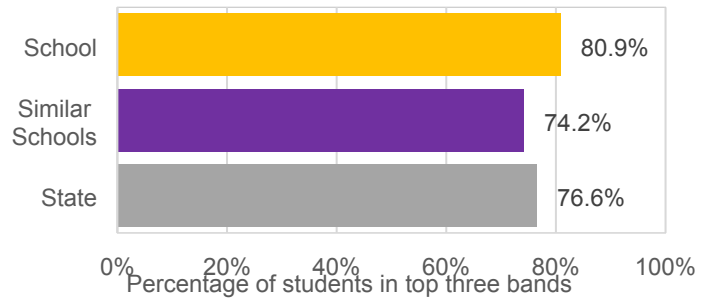
Similar Schools average:

74.2%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

63.0%

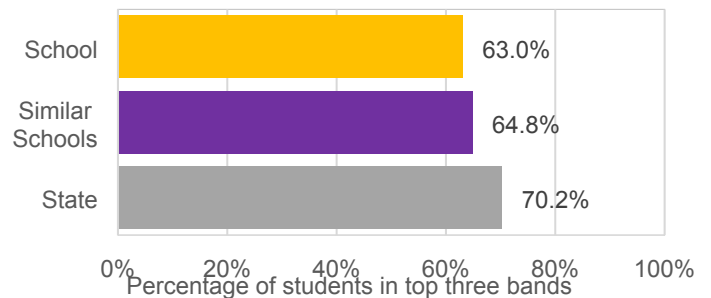
Similar Schools average:

64.8%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

58.6%

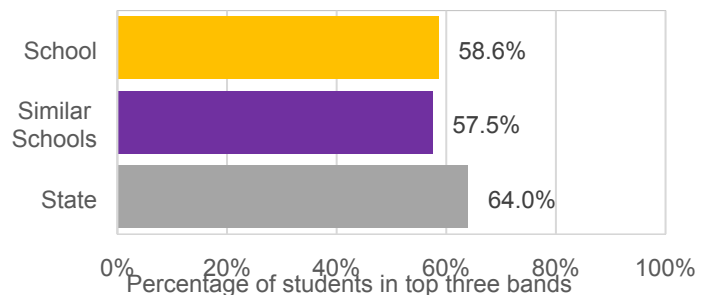
Similar Schools average:

57.5%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

49.3%

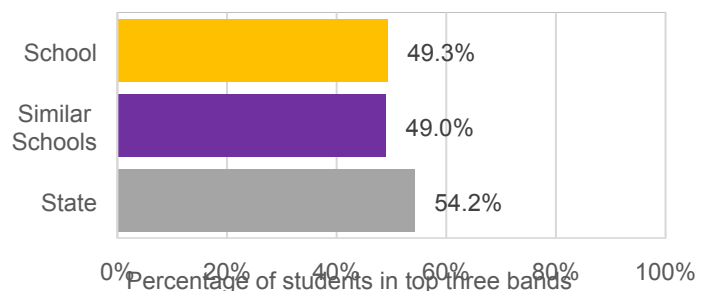
Similar Schools average:

49.0%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

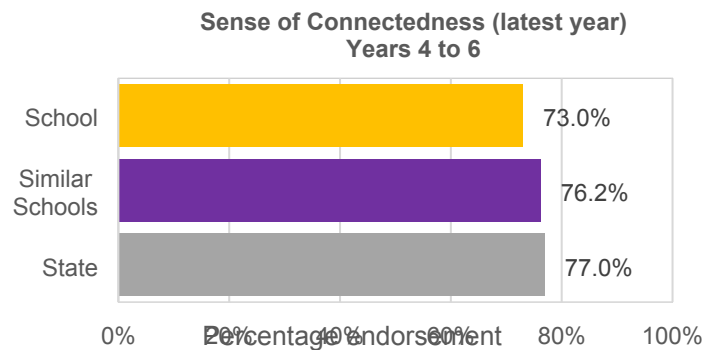
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	73.0%	78.2%
Similar Schools average:	76.2%	78.2%
State average:	77.0%	78.5%

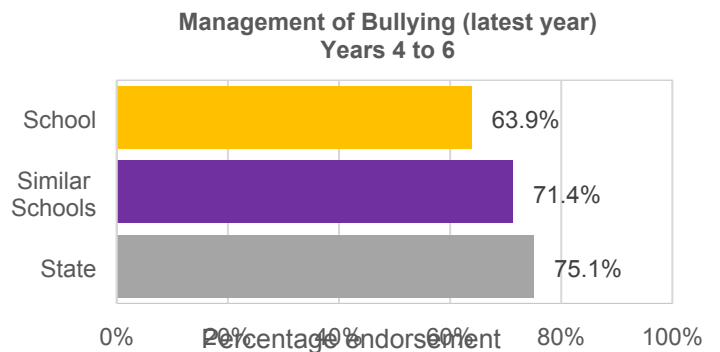


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	63.9%	70.1%
Similar Schools average:	71.4%	73.4%
State average:	75.1%	76.9%



ENGAGEMENT

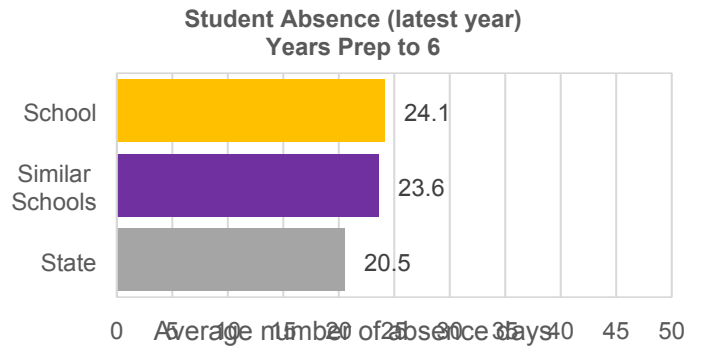
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	24.1	24.3
Similar Schools average:	23.6	21.1
State average:	20.5	18.1



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 (2023):	87%	87%	88%	88%	89%	88%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$9,895,265
Government Provided DET Grants	\$1,926,407
Government Grants Commonwealth	\$900
Government Grants State	\$5,700
Revenue Other	\$70,024
Locally Raised Funds	\$435,549
Capital Grants	\$0
Total Operating Revenue	\$12,333,844

Equity ¹	Actual
Equity (Social Disadvantage)	\$141,325
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$141,325

Expenditure	Actual
Student Resource Package ²	\$9,582,541
Adjustments	\$0
Books & Publications	\$403
Camps/Excursions/Activities	\$86,685
Communication Costs	\$19,849
Consumables	\$218,788
Miscellaneous Expense ³	\$29,230
Professional Development	\$77,435
Equipment/Maintenance/Hire	\$343,454
Property Services	\$90,447
Salaries & Allowances ⁴	\$117,672
Support Services	\$217,912
Trading & Fundraising	\$39,734
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$71,308
Total Operating Expenditure	\$10,895,458
Net Operating Surplus/-Deficit	\$1,438,387
Asset Acquisitions	\$204,718

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$1,550,235
Official Account	\$48,899
Other Accounts	\$0
Total Funds Available	\$1,599,133

Financial Commitments	Actual
Operating Reserve	\$207,735
Other Recurrent Expenditure	\$9,433
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$300,000
Maintenance - Buildings/Grounds < 12 months	\$92,300
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$617,468

All funds received from the Department of Education, 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.