

2024 Annual Report to the School Community

School Name: Ripponlea Primary School (4087)



- 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 24 March 2025 at 12:34 PM by Natalie Rose (Principal)

- As executive officer of the school council, I attest that this 2024 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 08 April 2025 at 12:49 PM by Natalie Rose (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Ripponlea Primary School (RPS) is a vibrant, inclusive, and community-focused school located in East St Kilda, approximately 10 kilometres southeast of Melbourne's city centre. Established in 1922 as *Ripponlea State School 4087*, RPS has a proud history of delivering high-quality education within a culturally and socially diverse community enriched by families from a wide range of backgrounds and multicultural groups.

In 2022, as part of its centenary celebrations, the school deepened its connection with the Boon Wurrung (Bunurong) people of the Kulin Nations through significant initiatives such as the development of the **Koor Indigenous Garden** and the **renaming of the House system** to reflect First Nation's language and culture.

In 2024, RPS formally published its **Reconciliation Action Plan (RAP)** on the **Narragunnawali** platform, officially endorsed by Reconciliation Australia, reinforcing its ongoing commitment to reconciliation, cultural understanding, and respect for First Nations people.

Our Vision:

To empower children to be critical and creative thinkers, equipped with the skills and empathy to engage with an ever-changing world.

They care, they create, they connect.

Our Values:

Our values promote and strengthen a school environment where safety and inclusion, caring attitudes, quality respectful relationships, consultative decision-making, and high educational standards are nurtured.

- **Community:**
We work cooperatively in a team and make sure no one is left out. We take pride in our environment and support each other in the tasks that need to be done.
- **Creativity:**
We imagine, think creatively, share our ideas with others, and try new things.
- **Integrity:**
We do what is right even when no one is looking. We are honest even when there might be consequences.
- **Open-mindedness:**
We know, accept and value that everyone is different. We share ideas, listen to, and respect everyone's opinions.
- **Resilience:**
We know that life can be challenging. We have a go even when it is hard. We bounce back from things that hurt and disappoint us and learn from our mistakes.
- **Respect:**
We consider the rights of others and accept our differences. We take care of our environment and equipment.

These values underpin **all learning, wellbeing, and relationships**, cultivating a strong sense of belonging and shared responsibility.

School Profile (2024)

With **279 students**, Ripponlea Primary School was supported by a **dedicated team of staff**:

- **18 classroom teachers** (12 full-time, 6 part-time), a **Learning Specialist, Assistant Principal, and Principal**.
- **10 Education Support (ES) staff**, including integration aides, administration, intervention specialists, and wellbeing personnel.

RPS operates as a **Professional Learning Community (PLC)**, where teachers collaborate through **structured inquiry cycles** focusing on **student data, targeted interventions, and shared instructional practices** to ensure growth for all learners. The **School Improvement Team**—comprising curriculum leaders, PLC/PLT leaders, and wellbeing staff—drives whole-school improvement and fosters reflective, collective responsibility for student academic, social, and emotional growth.

Curriculum and Learning Environment

At RPS, every staff member is committed to **educating the whole child**—academically, socially, emotionally, and physically—through authentic experiences that prepare students for a dynamic world.

Our school is structured around **multi-age learning**—NOT composite classes—across **Foundation, Year 1/2, Year 3/4, and Year 5/6**. This contemporary approach fosters **collaboration, peer mentoring, adaptability, and independence**.

We maintain a strong focus on **child safety, wellbeing, and inclusion**, implementing the **Disability Inclusion Profile (DIP)** and inclusive classrooms to ensure appropriate support for students with additional learning needs.

RPS offers a **comprehensive and balanced curriculum** that emphasises **literacy and numeracy**, enriched by **inquiry-based learning** to cultivate curiosity, problem-solving, and creativity.

Specialist and Enrichment Programs include:

- **Performing Arts**
- **Visual Arts**
- **Health and Physical Education**
- **French/Italian (LOTE)**

Extracurricular and Enrichment Opportunities include:

- Lunchtime clubs and student leadership
- School band and choir
- Library borrowing sessions
- After-school programs and sports

Wellbeing programs are embedded in daily life, and supported by frameworks such as **Positive Behaviour Support (PBS), Sexuality Health and Consent Education alongside Resilience,**

Rights and Respectful Relationships, Social Stencil and the **Zones of Regulation**, promoting emotional and social growth.

Notable Features and Community Engagement

- **Commitment to Reconciliation:** The **Reconciliation Action Plan (RAP)** and **Indigenous programs** (e.g., Koor Indigenous Garden) foster genuine engagement with First Nations perspectives.
- **Sustainability:** Embedded through **community gardening, second-hand uniform shop, and student-led environmental projects.**
- **Child Safety and Inclusive Wellbeing:** Prioritised through a dedicated **wellbeing team**, supporting student mental health and safety.
- **Technology-Enhanced Learning:** iPads, laptops, and digital tools enhance and differentiate learning, balanced with developing strong writing and stamina skills.
- **Strong Family Partnerships:** Families actively contribute via **classroom involvement, community events, and School Council.**
- **Global and Intercultural Learning:** French/Italian language, cultural celebrations, and inquiry units foster **global citizenship and intercultural understanding.**

Community and Culture

Ripponlea Primary School serves a **diverse demographic**, with families engaged in all facets of school life through the **School Council, Ripper Families (parent association)**, and volunteer opportunities. The community highly values education and actively participates in its continuous improvement.

Ripponlea Primary School is a **thriving, inclusive, and future-focused** learning community, where students are empowered to **care, create, and connect.** With a focus on **academic excellence, wellbeing, creativity, and strong community partnerships,**

RPS ensures every child develops the **skills, empathy, and critical thinking** needed to succeed in a diverse and evolving world.

Progress towards strategic goals, student outcomes and student engagement

Learning

In alignment with the Department of Education (DOE) Framework for Improving Student Outcomes (FISO 2.0), Ripponlea Primary School (RPS) has continued its journey towards achieving core priorities in 2024. The third year of our Strategic Plan focused on numeracy, student voice and agency, and well-being, all of which were seamlessly integrated into our curriculum and school ethos.

Our commitment to these focus areas has led to tangible improvements in student learning outcomes, evidenced by various data sets and performance indicators. Through a comprehensive review of instructional approaches and a strong emphasis on data-informed decision-making, the school has reinforced its identity as a community of reflective practitioners dedicated to continuous improvement and student growth.

Strengthening Instructional Quality

To improve instructional quality, the school engaged in strategic professional learning partnerships with Ryan Dunn and Simon Breakspear, focusing on responsive implementation strategies and the introduction of a five-week review cycle. These cycles will ensure that teaching improvements remain ongoing, iterative, and closely tied to student needs and learning evidence.

A focus on peer observation and reflective cycles was central to improving teaching practice. Observations built around purposeful, agreed-upon criteria enabled teachers to share best practices and refine instructional approaches collaboratively. Additionally, Professional Learning Community (PLC) sprint cycles were embedded across most teams, particularly in Mathematics, ensuring a clear, data-driven focus on student outcomes.

Curriculum Review and Alignment

Mathematics

The school undertook a comprehensive review of the Victorian Mathematics Curriculum 2.0, aligning teaching practices with updated standards. Teachers worked on identifying key differences between the previous version and 2.0 (e.g., new content areas, refined proficiency strands, or assessment expectations). They discussed the rationale behind changes, including how they align with current best practices in mathematics teaching and learning and how concepts develop across year levels to ensure continuity and coherence in student learning.

Writing

In Writing, the review and embedding of the 6+1 Traits of Writing framework enhanced teacher capacity to assess and support students' writing development. Increased moderation practices promoted consistency and accuracy in assessment, ensuring shared understandings of expectations and standards across the school.

Instructional Model

To enhance teaching clarity and coherence, the Gradual Release of Responsibility (GRR) model and explicit teaching methods were revisited. Instructional guides were developed to establish consistent whole-school practices, set for implementation in 2025 with a new iteration of the model.

Highlights of 2024 Learning

- PLC sprint cycles in Mathematics leveraged PAT-M and NAPLAN data to identify focus areas and track growth over time.
- Staff worked on “crumbs” — small, specific instructional goals — throughout the cycles to target student needs and monitor impact.
- Student goal-setting and self-assessment rubrics empowered students to reflect on their progress, fostering greater ownership of learning.
- Fluency tasks and problem-solving routines enriched students' mathematical thinking.
- Formative assessment strategies (e.g., exit tickets, goal setting) enabled teachers to adjust instruction responsively.

- The School Performance Summary rated the school as **"High and Maintaining"** in the Learning Domain, demonstrating sustained high performance.

Summary of Learning Data – 2024

Teacher Judgement (Victorian Curriculum Standards)

English (Prep–Year 6):

- 91.7% of students are working at or above age-expected standards.
- This is slightly below Similar Schools (94.0%) but well above the State average (86.4%).

Mathematics (Prep–Year 6):

- 97.3% of students are working at or above age-expected standards.
- This exceeds both Similar Schools (94.6%) and the State average (85.9%).

NAPLAN Performance – Strong/Exceeding Proficiency 2024

Reading

- **Year 3:** 82.5% of students achieved Strong or Exceeding proficiency (Above State: 68.7%, Similar Schools: 82.3%).
- **Year 5:** 87.1% of students achieved Strong or Exceeding proficiency (Above State: 73.0%, Slightly below Similar Schools: 88.5%).

Numeracy

- **Year 3:** 75.0% of students achieved Strong or Exceeding proficiency (Above State: 65.5%, Below Similar Schools: 81.1%).
- **Year 5:** 90.0% of students achieved Strong or Exceeding proficiency (Well above State: 67.3%, Above Similar Schools: 81.7%).

Key Takeaways:

- Strong overall achievement, particularly in Year 5 Numeracy and Reading, where results are well above state and similar school averages.
- Year 3 Numeracy is an area to monitor, performing well compared to the state but slightly behind Similar Schools.
- Results indicate continued strength in senior years (Year 5), highlighting the impact of targeted teaching strategies, and intervention support through TLI and PLC inquiry cycles.

Ripponlea Primary School's continued focus on high-impact teaching strategies, data-driven decision-making, and collaborative professional learning has resulted in strong student outcomes in 2024. The school's commitment to excellence is evident in sustained high performance across core learning areas, with targeted refinements ensuring ongoing growth and improvement.

Looking ahead, we will continue to refine our instructional approaches, closely monitor Year 3 Numeracy trends, and sustain the momentum in Mathematics and Reading. By fostering a culture of reflective practice and continuous improvement, RPS remains dedicated to maximising student learning outcomes and overall school success.

Wellbeing

Throughout 2024, Ripponlea Primary School remained dedicated to fostering a positive and inclusive learning environment, ensuring student wellbeing was a core focus. The school effectively progressed its goals by implementing structured programs and evidence-based interventions that supported students' emotional regulation, social development, and mental health. This commitment is reflected in an overall improvement in wellbeing data, as demonstrated in the School Performance Summary.

Key Wellbeing Highlights

1. Implementation of the Social Stencil Program

To support students in developing essential social skills, the school introduced the **Social Stencil Program**, catering to identified students in Years 1-4. This initiative provided:

- Weekly facilitated sessions with trained educators for Year 1/2 and Year 3/4 students.
- Lunchtime outdoor practice sessions twice weekly for students needing additional social skill reinforcement.
- Targeted learning in emotional literacy, conflict resolution, teamwork, and friendship-building.

This structured approach improved social interactions and increased students' ability to navigate peer relationships effectively.

2. School-Wide Adoption of Zones of Regulation

In 2024, Ripponlea Primary successfully embedded the **Zones of Regulation** framework to enhance students' self-regulation and emotional awareness. The program was delivered with high consistency and commitment, leading to a **significant increase in Attitudes to School Survey (AToSS) data**:

- **Emotional Awareness & Regulation:** 64% (2023) → 80% (2024)
- **Sense of Inclusion:** 85% (2023) → 89% (2024)
- **Teacher Concern:** 71% (2023) → 77% (2024)
- **Perseverance:** 68% (2023) → 75% (2024)
- **Sense of Connectedness:** 69% (2023) → 78% (2024)

All staff participated in professional learning led by **Occupational Therapist Jade Sacker**, ensuring a consistent and school-wide application of the Zones framework. Identified students also received targeted OT support to further enhance emotional regulation skills.

3. Expansion of Structured Play and Inclusive Social Spaces

Recognising the importance of positive peer interactions during recess and lunch, **structured play activities** were introduced and supervised by Education Support (ES) staff.

Key features included:

- Supervised play areas featuring inclusive games and activities.
- A dedicated **Inclusive Learning Deck** (to be completed) providing a quiet, structured space for students seeking passive play opportunities.

- Increased student engagement in cooperative play, reducing playground conflicts and fostering friendships.

4. Strengthening Staff Capacity Through Professional Learning

To further enhance student wellbeing support, staff engaged in high-quality professional development opportunities, including:

- **Building Better Brains (Tony Vallance):** Six staff members deepened their understanding of trauma-informed practices.
- **Running the Room (Tom Bennett):** Three staff attended training on classroom management and structured routines for a calm and orderly environment.
- **Mental Health First Aid (Stonnington School Focused Youth Services):** Two staff received accreditation to support students experiencing mental health challenges.

This investment in staff capacity has led to improved classroom environments, stronger teacher-student relationships, and a more responsive approach to student wellbeing needs.

Wellbeing Data Summary (2024 Performance Summary)

- **Sense of Connectedness (Years 4-6): 78.3%** (Similar Schools 75.4) (State Avg: 76.8%)
- **Management of Bullying (Years 4-6): 81.0%** (Similar Schools 73.8) (State Avg: 75.5%)

All results for Ripponlea PS are above both Similar Schools and State Average.

While the **School-Wide Positive Behaviour Support (SWPBS) framework** remains a key part of the school's wellbeing approach, its implementation shifted focus to emotional regulation strategies through **Zones of Regulation**. Feedback from staff and students highlighted:

- Strong engagement in setting and teaching behaviour expectations early in the year.
- The need for continued consistency and reinforcement in Semester 2.
- A review of the school's acknowledgement system to better integrate the House system.
- Analysis of **Compass Chronicle data** to identify persistent behaviour patterns and inform targeted interventions.

Moving forward, Ripponlea Primary will:

- **Roll out a new social-emotional learning scope and sequence** in 2025, ensuring alignment across Positive Behaviour Support (PBS), Respectful Relationships (RRRR), and other key wellbeing initiatives.
- Strengthen **PBS implementation in Semester 2** for sustained impact on school culture.

Ripponlea Primary School has made significant strides in **student wellbeing**, achieving a **"High and Maintaining"** performance rating. The school's proactive, data-informed strategies have led to measurable improvements in emotional regulation, inclusion, and connectedness. By continuing to embed structured wellbeing programs, professional learning, and student-centered interventions, the school remains committed to fostering a thriving, supportive, and resilient learning environment.

Engagement

Ripponlea Primary School continues to prioritise student attendance, recognising its direct link to academic success and wellbeing. The school's average number of absence days in 2024 was **18.3**, lower than both the **state average (21.8 days)** and similar schools (**19.1 days**). While overall attendance rates remain strong, with year levels ranging between **88% and 92%**, attendance rates in **Year 2 (88%) and Year 6 (89%)** indicate areas for continued focus, particularly in addressing school reluctance.

Efforts to reduce absenteeism include proactive engagement with families, clear communication on the importance of attendance, and targeted support for students displaying reluctance. The school acknowledges that while connectedness scores (78.3%) are above similar schools (75.4%) and the state (76.8%), further efforts will be made to strengthen student engagement and reduce avoidable absences.

Engagement Highlights

1. Goal Setting and Student Voice

- The school empowers students to take ownership of their learning through structured goal-setting practices.
- PIVOT surveys provide critical feedback on teaching effectiveness, ensuring student perspectives shape learning experiences.

2. Engagement in Mathematics and Teacher Practice

- The school has strengthened Mathematics instruction in Years 3-6, leveraging PAT-M data to track student growth.
- Differentiated learning strategies ensure students remain engaged and challenged.

3. SWPBS and Student Input

- Student-led contributions have enhanced the **School-Wide Positive Behaviour Support (SWPBS)** framework, reinforcing a positive school culture.

4. Student Leadership and Community Involvement

- Students lead initiatives such as **Plastic Free July, Sustainability Initiatives, Glen Eira Sustainability Conference, Junior Student Representative Council**, and wellbeing events such as **RUOK Day**.
- Programs like the **Italian Garden, Productive Garden, Koor Garden and food pods** foster a sense of belonging.

The school remains committed to addressing school reluctance through inclusive initiatives, student-led leadership opportunities, and engaging extracurricular programs. Events like **Book Week, Special Person's Day, Rippstock, and Playground Pals** further support student connections. The **Legacy Projects** also provide meaningful opportunities for students to reflect on social justice and inclusion, ensuring every student feels valued and engaged in their learning journey.

Other highlights from the school year

In 2024, Ripponlea Primary School hosted a diverse range of events that strengthened student learning, enhanced wellbeing, and fostered a strong sense of community. The year began with the **Welcome Picnic**, where families gathered to connect with teachers and fellow parents in a relaxed, social environment. This event set the tone for a year focused on inclusion and engagement.

A major highlight was **Rippstock**, the school's much-anticipated fete, which brought together students, families, and the wider community for a day of entertainment, food stalls, and activities. The funds raised contributed directly to the **Junior Playground upgrade**, ensuring improved outdoor spaces for students. Similarly, the **Trivia Night** was a fantastic success, strengthening community ties while generating additional funds to support school programs.

Throughout the year, a strong emphasis was placed on **student leadership and wellbeing**. All Year 5/6 students participated in the **ASPIRE Higher Leadership workshop**, a high-energy, high-impact training designed to empower students to lead through their influence, strengths, teamwork, and actions. Facilitated by the experienced **UPP (Unleashing Personal Potential) team**, the sessions were interactive and engaging, uniting the Year 5/6 cohort and equipping them with skills to make a positive and lasting impact within the school community. ASPIRE served as both a 'call to action' and a memorable framework for students to understand that leadership starts with themselves and how they respond to challenges, big or small.

Sporting events played a key role in fostering teamwork and school spirit. The **House Events**, including athletics and cross country, saw students enthusiastically representing their houses in a supportive and encouraging environment. Participation in **interschool sports competitions** also helped students develop confidence, resilience, and camaraderie.

Cultural and community-focused events further strengthened the school's values and commitment to inclusion. Special events such as **Special Person's Day** provided students with the opportunity to celebrate the important people in their lives, reinforcing strong home-school connections. Additionally, the school continued its commitment to **sustainability initiatives**, with students actively participating in hands-on environmental projects that promoted responsibility and care for the planet.

The success of these events not only enriched student learning experiences but also strengthened **Ripponlea Primary School's sense of community**. By fostering engagement, collaboration, and student agency, 2024 was a year that highlighted the school's ongoing commitment to holistic education and community spirit.

Financial performance

Ripponlea Primary School maintained a stable and well-managed financial position in 2024, ensuring that all funds were used efficiently to support both student learning and operational needs.

Overall Financial Position

The school successfully managed its resources, operating with a net surplus of **\$124,103** by the year-end. This surplus contributed to various initiatives designed to enhance student outcomes

and operational efficiency. The school continued to prioritise initiatives that benefit student wellbeing, including implementing the Zones of Regulation curriculum and employing an Occupational Therapist to support mental health initiatives.

Extraordinary Revenue and Expenditure

A notable revenue item for the year was from **locally raised funds**, which amounted to **\$359,124**. Fundraising efforts, including the Trivia Night and Ripponstock Fete, were significant contributors to these funds. Additionally, the school successfully secured an **Accessibility Grant** to fund Stage 2 of the Inclusive Deck project, enhancing accessibility for students and the wider school community.

Expenditures included a substantial investment in **student wellbeing programs**, particularly mental health-related spending. This included the deployment of the Occupational Therapist and the implementation of wellbeing initiatives for all students.

Fundraising and Locally Raised Funds

Although the **fundraising and locally raised funds** figure of **\$359,124** appears substantial, it must be understood in the context of the school's reserves and restricted funds. A significant portion of these funds is earmarked for specific purposes and cannot be spent freely.

- **Reserve Monies:** Of the total, **\$115,000** is reserved for emergency use, ensuring that the school has sufficient resources for unforeseen circumstances or emergencies that may arise.
- **Tax-Deductible Funds:** Additionally, a portion of the funds is allocated to tax-deductible contributions, specifically for the **library and building funds**, which are restricted to projects related to library and building upgrades. These funds cannot be used for any other purpose and must remain dedicated to these areas as per tax regulations.

While these reserved amounts limit the flexibility of the funds, they ensure that the school remains financially secure and compliant with relevant laws.

Fundraising Contributions to Specific Projects

The school also raised significant funds through various **fundraising efforts**, including the **Trivia Night, Ripponstock Fete**, and other smaller-scale initiatives. A total of **\$40,000** from these fundraising activities was directed towards the design of the **Junior Playground**. This contribution will help bring the innovative design to life, creating an inclusive, nature-based play space for the students.

In addition, **\$50,000** was set aside for the expansion of the **Inclusive Deck** project, in anticipation of a possible successful application for a **Capital Works Grant**. Unfortunately, the school was **unsuccessful** in securing the grant from the **Victorian School Building Authority (VSBA)**, meaning the funds will be used to continue the **Junior Playground project** in alternative ways, though it remains an important initiative for the school.

Contracts, Agreements, and Arrangements

The school entered into several arrangements throughout the year, including the commissioning of a **landscape architect** to design a new Junior Playground space. This new space will feature natural elements such as indigenous plants, walking trails, and water features. Plans for the playground are being reviewed to determine which stages of the project can proceed based on available financial resources.

Commitment of School Council Members to Funding

Ripponlea Primary School's **School Council** played an integral role in securing additional funding for the school. Their unwavering commitment to providing quality educational experiences was demonstrated through support for various fundraising initiatives, including the Trivia Night and Ripponstock Fete. Council members also committed to prioritizing projects that will have a lasting

impact on student wellbeing, with a specific focus on developing an innovative and inclusive playground space. The **landscape architect** design project was a direct result of this dedication. Their collaborative effort ensures that the school continues to thrive through dedicated resources and well-managed investments.

Sources of Funding

The school's main sources of funding include:

- **Student Resource Package (SRP):** \$2,813,057
- **Government Grants (DET):** \$394,601
- **Fundraising and Locally Raised Funds:** \$359,124
- Additional funding was obtained through a **Disability Inclusion Grant**, which supported the school in catering to the needs of several new students.

Surplus Funds

At the end of 2024, the school had a healthy surplus, which has been earmarked to address potential funding shortfalls in 2025. This forward-thinking approach will ensure the sustainability of ongoing projects and support for future educational outcomes.

Overall, the financial health of Ripponlea Primary School in 2024 reflects a commitment to responsible resource management and investment in student development, particularly in areas of wellbeing and inclusive education. The successful fundraising initiatives, coupled with the strong dedication of the **School Council** and careful allocation of surplus funds, place the school in a strong position to continue its growth and development in the coming years.

For more detailed information regarding our school please visit our website at
<https://www.ripponleaps.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 279 students were enrolled at this school in 2024, 140 female and 139 male.

5 percent of students had English as an additional language and 0 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).

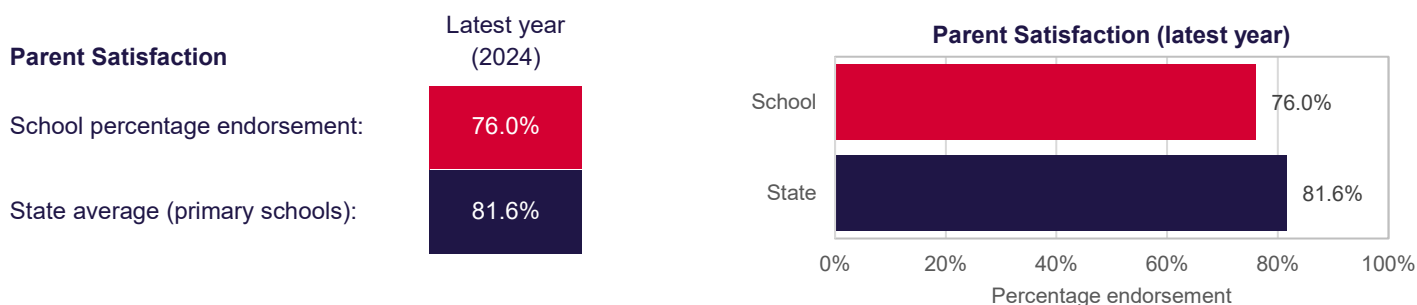
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The 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.

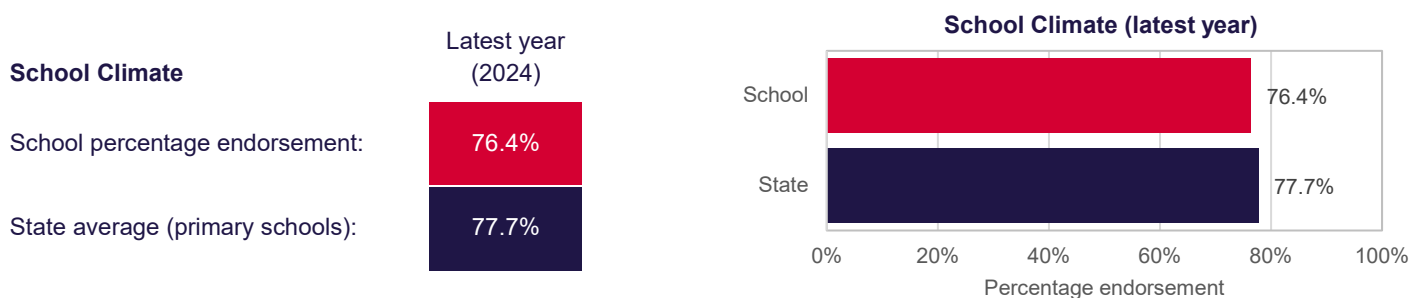


School Staff Survey

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
(2024)

School percentage of students at or above age expected standards:

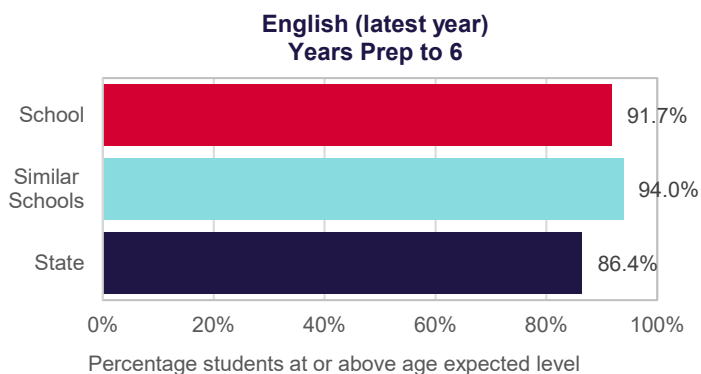
91.7%

Similar Schools average:

94.0%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

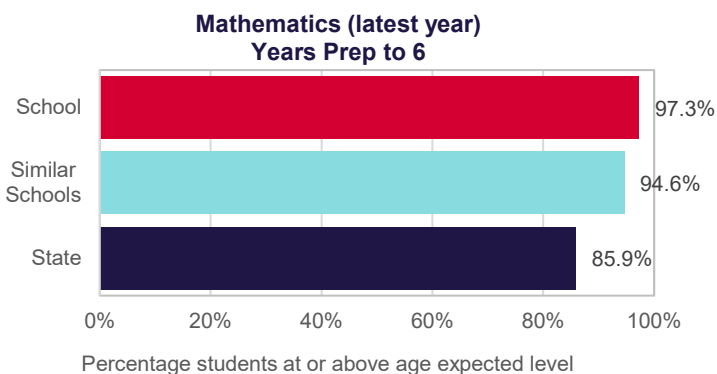
97.3%

Similar Schools average:

94.6%

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.

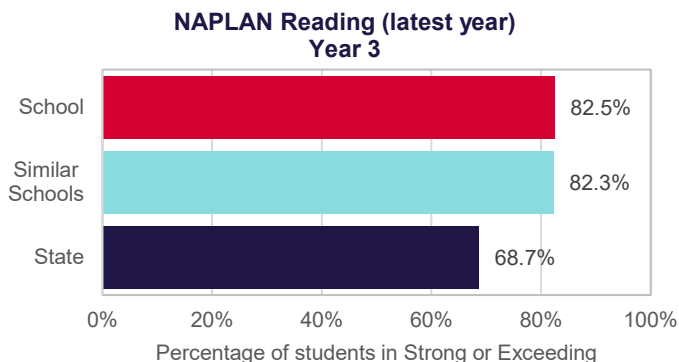
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

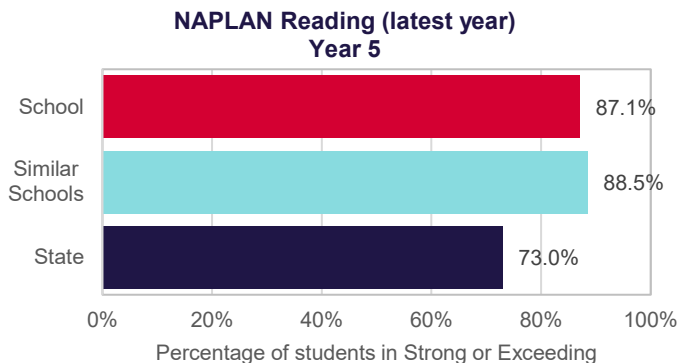
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.5%	87.2%
Similar Schools average:	82.3%	83.3%
State average:	68.7%	69.2%



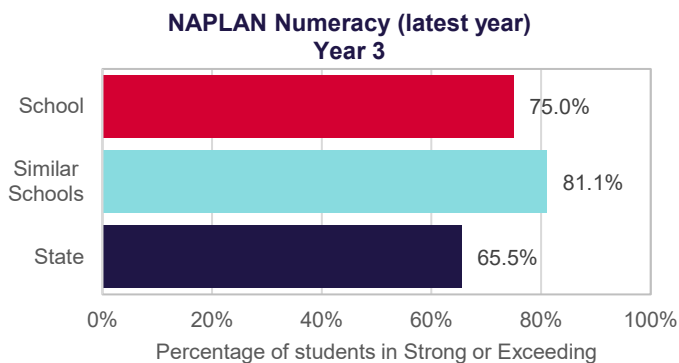
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.1%	92.3%
Similar Schools average:	88.5%	89.3%
State average:	73.0%	75.0%



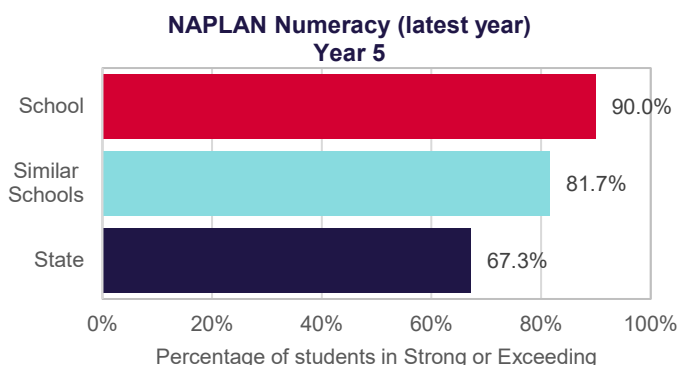
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	84.9%
Similar Schools average:	81.1%	81.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.0%	87.5%
Similar Schools average:	81.7%	81.6%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

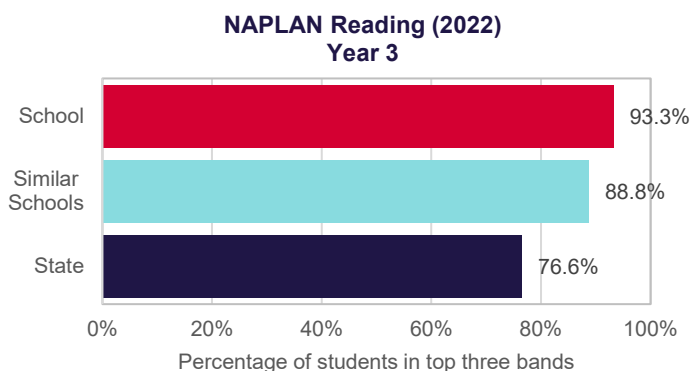
93.3%

Similar Schools average:

88.8%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

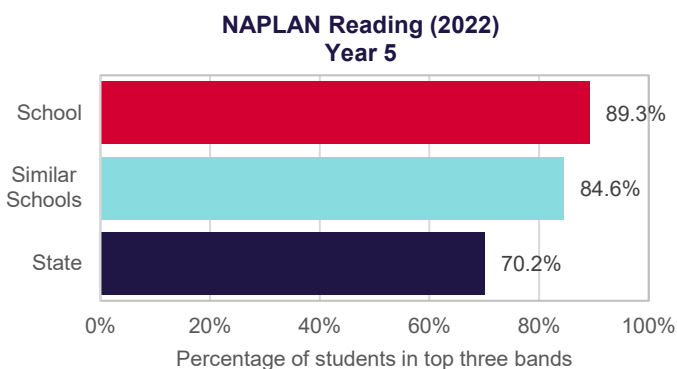
89.3%

Similar Schools average:

84.6%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

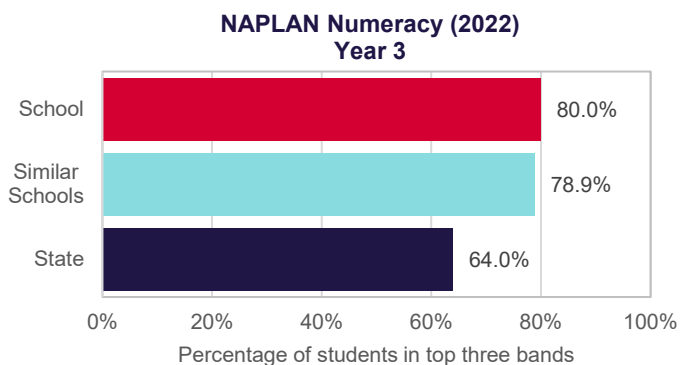
80.0%

Similar Schools average:

78.9%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

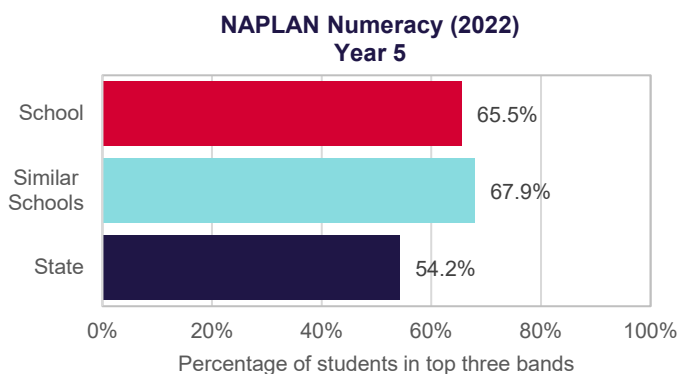
65.5%

Similar Schools average:

67.9%

State average:

54.2%



WELLBEING

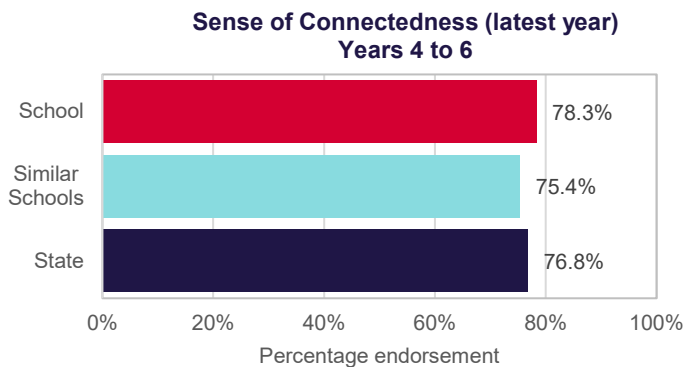
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School percentage endorsement:	78.3%	76.4%
Similar Schools average:	75.4%	75.3%
State average:	76.8%	77.9%

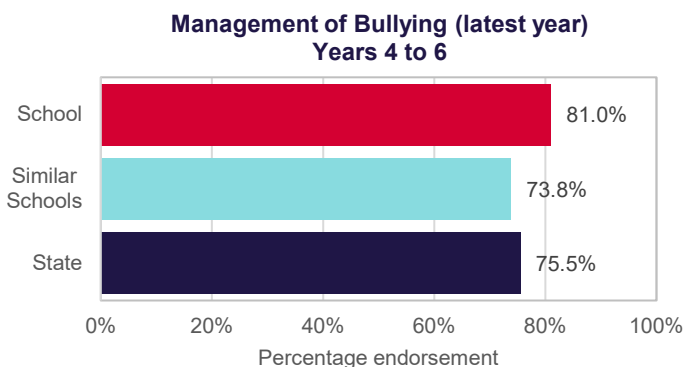


Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	81.0%	78.5%
Similar Schools average:	73.8%	74.2%
State average:	75.5%	76.3%



ENGAGEMENT

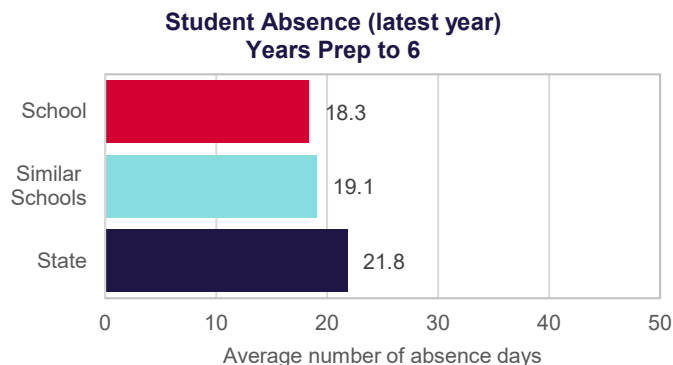
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	18.3	16.2
Similar Schools average:	19.1	17.0
State average:	21.8	20.1



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 (2024):	91%	92%	88%	92%	91%	90%	89%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,813,057
Government Provided DET Grants	\$394,601
Government Grants Commonwealth	\$9,137
Government Grants State	\$0
Revenue Other	\$27,585
Locally Raised Funds	\$359,124
Capital Grants	\$0
Total Operating Revenue	\$3,603,504

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,860
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,860

Expenditure	Actual
Student Resource Package ²	\$2,689,130
Adjustments	\$446
Books & Publications	\$4,561
Camps/Excursions/Activities	\$158,262
Communication Costs	\$7,067
Consumables	\$45,235
Miscellaneous Expense ³	\$18,094
Professional Development	\$11,018
Equipment/Maintenance/Hire	\$49,755
Property Services	\$109,583
Salaries & Allowances ⁴	\$232,945
Support Services	\$80,075
Trading & Fundraising	\$46,636
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,595
Total Operating Expenditure	\$3,479,402
Net Operating Surplus/-Deficit	\$124,103
Asset Acquisitions	\$0

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$400,223
Official Account	\$50,251
Other Accounts	\$40,694
Total Funds Available	\$491,168

Financial Commitments	Actual
Operating Reserve	\$0
Other Recurrent Expenditure	\$0
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	\$0
Repayable to the Department	\$0
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	\$0

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.

