2017 Annual Report to the School Community

School Name: Rolling Hills Primary School

School Number: 5241

Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

About Our School

School Context

The school of 360 students is located on the leafy hills of North East Mooroolbark. The school environment is inviting, with well-established gardens and well-maintained playing areas. The school has a School Family Occupation Education Index of 0.3597 with 0.5% Aboriginal student enrolment. Whilst the multicultural aspect of the community is growing, the percentage of students with English as an additional language (1.1%) is still low. Equity funding was allocated to the school based on 14.4% of student eligibility and funding was allocated for the 6.9% of students who qualified for the program for students with a disability.

Our vision is to inspire all learners to be resilient, ethical citizens who will thrive in a global, innovative, sustainable community. Our learning community is founded on an educational philosophy centred on the whole child and grounded in the belief that all students can learn and all students have the right to be challenged to fulfil their potential as lifelong learners.

At Rolling Hills we see each student as an individual and develop programs that cater to their personal interests, abilities and learning styles. We assist our students to grow in a rapidly changing and increasingly technological and multicultural world.

The workforce comprises 2 Principal Class, 19.4EFT teachers, 9.7EFT educational support staff, 2.2EFT office staff and 1.2EFT learning support staff.

Rolling Hills Primary School is very proud of its 30 year history of providing a vibrant, attractive and safe teaching and learning environment, which is a central element of the local community. In 2017 work continued to develop playground areas that ensure full inclusion of all students regardless of physical ability as a result of acquisition of an inclusive schools grant. This built on playground works in 2016 following fundraising linked to the school's 30th Birthday celebrations.

Enrolment has continued to grow slightly against DET predictions since 2015 with around six more students in total in 2016 and again in 2017. This year began with three foundation class groups, increasing from two in 2016.

Framework for Improving Student Outcomes (FISO)

In 2017 the focus was to build teacher capacity in the teaching and learning of writing and to develop greater consistency in curriculum implementation across the school through common planning documents and consistent classroom teaching practices. This linked the dimensions of Building Practice Excellence and Curriculum Planning and Assessment.

Work continued in the dimension of creating Positive Climate for Learning to foster student well-being and implement the social capabilities aspects of the Victorian Curriculum. This work linked strongly to the well-established TRIBES community model that has been in place for some years.

Key improvement strategies that drove work in the FISO model in 2017 were the building of teacher capability to utilise a range of assessment strategies and data and teach to each student's point of learning need, the development of the school's leadership capability to build a culture of collective responsibility for improving student outcomes, and the empowerment of students to recognise and build on their strengths through appropriate levels of challenge, rigour and support.

Achievement

Teacher judgements against the Victorian Curriculum show students to be performing at a similar level compared to similar Victorian government schools. 96% of students across the school achieved at or above the expected level in all domains of English while 97% of students achieved to this level in maths.

Year 3 & 5 NAPLAN results remained stable with 36%, 46% and 61% achieving in the top two bands for year 3 numeracy, reading and writing respectively. Comparative figures for year 5 were 30%, 53% and 22%. These results reinforce the need for continuing work on the area of writing. Student NAPLAN relative growth from year 3 to 5 was tracked and analysed with pleasing results in that 82.2% made medium or high growth in Reading, 80% in writing and 73.3% in Numeracy.

Strategies to improve achievement growth included the Deakin University 'Re-Solve' project which saw a strong participation in this national research project by all teacher in the year 3 to 6 classes.

The English Professional Learning Team embarked on the beginnings of a school-wide implementation of the 6+1 Traits writing program and continued to embed the whole-school word study program 'Words Their Way' from its introduction in 2016.

Engagement

Absence days at Rolling Hills Primary has remained stable for a number of years, with around 45% of students recording less than 10 days absent and a further 39% between 10 and 19.5 days absent for the year. 16% of students recorded more than 20 days absence, a figure that compares favourably with similar schools. This figure is impacted by the number of students in the school who experience considerable medical needs which require medical appointments. There appears to be a growing number of families who opt to take family holidays in school time which can lead to extended absences. Unexplained absences are low at around 3%.

In 2017 the student attitude to school survey was conducted with year 4, 5 and 6 students. Aggregate scores were strong with 83% reporting a positive sense of connection, 91% reporting a positive sense of inclusion and 84% reporting positive feelings of motivation and interest. Data indicated some interesting patterns within cohorts with year four boys and year five girls showing lower levels of engagement whilst year six results were extremely high across all students and all areas assessed. Year six is an important year at school and there are many student leadership roles and responsibilities that students find engaging. The challenge is to monitor and respond to the needs of other groups of students within the school. Overall, there was a 84% positive score for stimulating learning which indicates a strong element of engagement with learning.

Staff opinion survey data indicated a lower result with a decline from 75% in 2016 to 67% in 2017 in regard to the extent to which staff were positive about the school climate. Parent general satisfaction of the school was judged at 87%, a figure that is at the average level for primary schools across the state.

Wellbeing

Rolling Hills Primary has strong processes in place to support the various transitions our students make.

Our Foundation students' transition to school was again aided by a multi-session transition program conducted at the end of the year prior to their commencement. Students experienced a range of experiences that will be part of their school experience, developing familiarization and acting to alleviate the anxiety of the unknown. Parent feedback about the process was very positive and the 2017 school year began very smoothly for all foundation students.

Strong communication links with our feeder preschools have been maintained. The strong relationship with Rolling Hills Kinder adjacent to the school has continued with shared activities and regular informal visits by

both staff and students between the two settings. Our Buddy program linking kinder children to year four has continued to be an excellent program to develop social confidence and to forge special friendships.

Our 63 Year 6 students enrolled at a range of local government, Catholic and Independent schools. The majority (49%) transferred to Lilydale High School with a further 24% attending Mooroolbark College. 19% enrolled in the Independent or Catholic school sectors with the most popular option being Mt Lilydale Mercer College with 14% of the total cohort.

The Lilydale District Secondary Schools have a range of inclusive programs, activities and staff visits that lead to strong relationships that enable our students to make successful transitions.

Work continued with the TRIBES program across the school with a re-invigorated program and consistency across the tribes within the school. Professional learning was provided for all teachers with an aim of linking the key aspects of the TRIBES structure to the FISO elements and the implementation expectations of the Child Safe Standards. A focus for this year was work on resilience and implementation of the social capabilities that are part of the new Victorian Curriculum. Levels of anxiety and lack of resilience in students continues to be a significant concern and will continue to be addressed as part of the Strategic Plan. 42% of students reported personal experience of being bullied, however there was an 85% positive response to 'managing bullying' which indicates that the processes and protocols of the restorative practices model is considered effective by most.

For more detailed information regarding our school please visit our website at
[enter web address here]

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 362 students were enrolled at this school in 2017, 168 female and 193 male.

1 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ————————— 100 Results: Mathematics 0 ————————— 100	● Similar ● Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 18 % (Low) 60 % (Medium) 22 % (High) **Numeracy** 27 % (Low) 60 % (Medium) 13 % (High) **Writing** 20 % (Low) 67 % (Medium) 13 % (High) **Spelling** 27 % (Low) 64 % (Medium) 9 % (High) **Grammar and Punctuation** 29 % (Low) 53 % (Medium) 18 % (High)	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Engagement	Student Outcomes	School Comparison

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2017 attendance rate by year level:

Student Outcomes

Results: 2017

0 ——————————— 50

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

0 ——————————— 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	93 %	94 %	94 %	94 %	94 %	91 %

School Comparison

● Similar

● Higher

9

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 — 100	● Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 — 100	● Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)
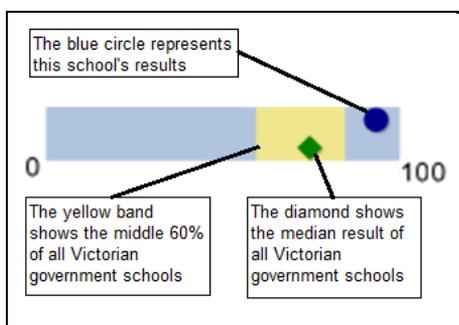
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
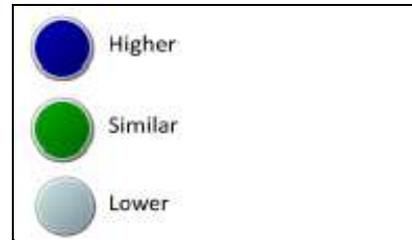
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

RHPS had a small operating surplus in 2017. Enrolments increased slightly leading to a flow-on effect with DET grants and parent financial contributions. Funds have been saved across several years in order to enact building and grounds projects in line with the needs of a school of this age such as asphalting and painting. Classroom lighting is planned for a staged upgrade to energy efficient lighting to replace faulty and aging lighting fixtures. Equity funding was allocated to a learning intervention program with dedicated staff working in a tutor model of delivery. The school received $6800 for participation in the Sporting Schools Program. Inclusion of students with a disability and full access to a broad physical education curriculum were possible due to these grants.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$3,121,598
Government Provided DET Grants	$293,017
Government Grants Commonwealth	$82,550
Revenue Other	$12,108
Locally Raised Funds	$396,131
Total Operating Revenue	**$3,905,405**

Equity[1]	
Equity (Social Disadvantage)	$25,714
Equity Total	**$25,714**

Expenditure	****
Student Resource Package[2]	$3,040,417
Books & Publications	$1,340
Communication Costs	$5,654
Consumables	$55,953
Miscellaneous Expense[3]	$249,508
Professional Development	$18,960
Property and Equipment Services	$243,786
Salaries & Allowances[4]	$160,284
Trading & Fundraising	$64,256
Utilities	$32,429
Total Operating Expenditure	**$3,872,585**
Net Operating Surplus/-Deficit	**$32,820**
Asset Acquisitions	**$20,460**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$79,800
Official Account	$34,826
Other Accounts	$142,422
Total Funds Available	**$257,049**

Financial Commitments	
Operating Reserve	$127,082
Maintenance - Buildings/Grounds incl SMS<12 months	$30,300
Revenue Receipted in Advance	$53,078
School/Network/Cluster Coordination	$1,599
Provision Accounts	$8,100
Repayable to DET	$21,458
Other recurrent expenditure	$15,432
Total Financial Commitments	**$257,049**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.