

2018 Annual Report to The School Community



School Name: Rolling Hills Primary School (5241)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 28 March 2019 at 08:28 PM by Robyn English
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2019 at 08:59 PM by Jaci Lees (School
Council President)

About Our School

School context

The school of 370 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 0.3450 with 0.27% Aboriginal student enrolment. Whilst the multicultural aspect of the community is growing, the percentage of students with English as an additional language (1.6%) is still low. Equity funding was allocated to the school based on 16.5% of student eligibility and funding was allocated for the 6.5% of students who qualified for the program for students with a disability.

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. Our vision is to inspire all learners to be resilient, ethical citizens who will thrive in a global, innovative, sustainable community.

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, 20.5 EFT teachers and 17 Educational Support Staff. The school has continued to run its own Out of School Hours (OSH) care program which, in November, successfully completed accreditation once again. The school canteen operates three days a week and is a community hub with around 50 volunteer helpers supporting the paid manager.

Enrolment has remained steady with an increase of 10 on the previous year arranged into 17 class groups.

Framework for Improving Student Outcomes (FISO)

In 2018 the FISO priorities related to developing improved student learning outcomes in the areas of writing and mathematical measurement & reasoning. Key work was around the development of consistent whole school implementation of learning intentions with associated success criteria making learning expectations explicit for all students. This work was led by the Curriculum, Teaching and Learning team.

Work continued in the dimension of Building Leadership Capacity with leadership opportunities created and supported for two new 'Vertical Teams' (V teams) that had representation from each level of the school. These teams, the Curriculum, Teaching and Learning (CTL) Team and the Data Assessment and Reporting (DAR) Team were led by two teachers who were new to the responsibility of whole school leadership. A third V team – Student Wellbeing (SWB) continued to monitor and support strategies and processes in place to support the TRIBES community model.

Key improvement strategies that drove work in the FISO model in 2018 were the building of teacher capability to utilise the High Impact Teaching Strategies and to identify and monitor students at risk of not achieving 12 months of learning growth in a year.

Achievement

Rolling Hills Primary School is very proud of its positive learning environment. Our dedicated and talented staff inspire our students to achieve the highest possible academic standards while focusing on the needs of the individual.

Teacher judgments against the Victorian Curriculum show our students are performing at a similar level when compared to other Victorian government schools with similar background characteristics. 95% 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.

Our 2018 Year 3 & 5 results in the National Assessment Program (NAPLAN) remained stable with 52%, 68% and 72% achieving in the top two bands for year 3 numeracy, reading and writing respectively. Comparative figures for year 5 were 35%, 26.5% and 12%. These results reinforce the need for focused attention on raising educational

outcomes in the middle and senior years of primary school to ensure relative learning gain from year 3 to 5 is increased.

A key strategy used to support the monitoring of student learning in mathematics was the implementation of the Essential Assessments tool which allowed students to receive immediate feedback on assessment tasks leading to development of personal goals. The maths Professional Learning Team (PLT) led significant growth in the use of this tool as well as the ability to link to additional data obtained from PATMaths scores and On-Demand tests. The English PLT worked with a number of resources to look at the specific area of 'Vocabulary' and how it could be strengthened in the areas of reading, writing and spelling. This work was able to link NAPLAN item reports with resources in place such as 6+1 Traits in writing, and the Words Their Way spelling structure.

Engagement

Absence days at Rolling Hills Primary has remained stable for a number of years, with around 47% of students recording less than 10 days absent and a further 32% between 10 and 19.5 days absent for the year. 21% 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 2018 the student attitude to school survey was conducted with year 4, 5 and 6 students. Aggregate scores were strong with 88% reporting a positive sense of belonging, 94% reporting a positive sense of inclusion and 92% reporting positive feelings of motivation and interest. Data indicated some interesting patterns within cohorts with exceptionally high engagement scores for year six students but year five boys showing significantly lower levels of engagement than all other tested cohorts. This data has continued from a similar pattern for the same group (year 4 boys) in the previous year. In response to this, an intervention program was developed and run by the Assistant Principal who addressed issues raised in this data. Overall, there was a 92% positive score for stimulating learning which indicates a strong element of engagement with learning – increased by 8% on 2017.

Staff opinion survey data indicated a continued level of concern with school climate with 65.3% positive endorsement being lower than the state average of 74%. Teachers have actively engaged in the work of the Annual Implementation Plan (AIP) through membership of a professional learning team and a Vertical team. This work has linked directly to professional learning plans by way of four goals: one whole school, one team, and two individual goals. Parent general satisfaction of the school was judged at 92%, with a score for stimulating learning environment at 83% and effective teaching at 82%.

Wellbeing

Rolling Hills Primary continued to benefit from strong transition processes in place to support student starting prep. As well as four short sessions for incoming preps, the school provided a day of whole school transition in December as has been the practice in recent years. Kinder visits and communication with secondary school staff assisted the transition processes.

Our Year 6 students enrolled at a range of local government, Catholic and Independent schools. The majority (35%) transferred to Mooroolbark College with 23% attending Lilydale High School. A total of 77% moved into 6 Government Secondary Schools. 23% transferred to four independent schools in the area.

The Lilydale District Network of schools has enabled good opportunities for inter-school activities and professional learning for staff.

Student engagement was strong with a number of additional opportunities offered for all. The Performing Arts teacher provided opportunities for singing in one of two choirs and the Art teacher developed to lunchtime art clubs that were always well attended. The Code Club and Lego Clubs continued to have strong numbers at lunchtimes and the school Library Leaders worked effectively with the Library technician to provide a range of activities in the library at lunchtimes. A number of year five students initiated lunchtime activities to the extent that these needed to be timetabled to manage supervision and location. It was wonderful to see this student initiatives. The Junior School Council held monthly meetings and conducted a number of special days to raise funds for charities. Their monthly reports included summaries of the aspects of the school which students consider are strengths along with

suggestions for improvements.

Our school continues to enjoy a strong community reputation for being highly inclusive. Students with funding under the Program for Students with a Disability continues to increase with 24 funded students in 2018. Work continues with a range of resources and expertise to support the growing number of children in the community who struggle with high levels of anxiety. 98% of surveyed parents report that their children feel safe at school, 89% feel that the school promotes positive behaviour and 90% believe the school respects diversity. 91% of students surveyed, feel safe at school and 88% believe that bullying is managed effectively.

Financial performance and position

The school concluded 2018 with a surplus of \$29,981. Much of this was due to a change in how the professional learning plans were implemented. Providing whole school professional learning enabled us to make a saving on release costs which has now been tagged to enable a number of staff to attend and present at a major National conference in 2019. Utilities were lower than expected due to a continued roll-over of lighting to energy efficient fittings and a fault in the school gas meter which meant that readings were not collected for some time. AGL opted to forgo this cost rather than estimate the shortfall. Heating boilers in the main building were replaced due to failure, leading to considerable unexpected expense. Equity funding was used for increasing human resources by way of additional learning support time and welfare support. Equipment boost funding was used to provide a wide range of classroom support tools such as reading pens and balancing stools whilst an additional grant in this area was used to purchase a ball-launching machine to support the physical education program, especially for those with poor hand-eye coordination. It is noted that \$4,891 is currently being held in the school bank accounts on behalf of the Yarra Ranges Admin Support Group and \$18,306 is funds raised by the school P&F group in saving for future playground projects.

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 370 students were enrolled at this school in 2018, 173 female and 197 male.

2 percent were EAL (English as an Additional Language) students and ND 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.



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).

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



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.



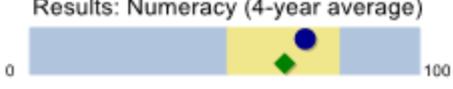
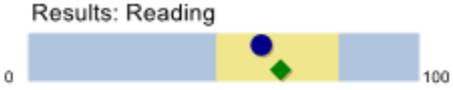
Performance Summary

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
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

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
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Higher</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

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																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>51%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>51%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>48%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>45%</td> <td>36%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>61%</td> <td>5%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	51%	13%	Numeracy	24%	51%	24%	Writing	30%	48%	22%	Spelling	45%	36%	18%	Grammar and Punctuation	34%	61%	5%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	36%	51%	13%																							
Numeracy	24%	51%	24%																							
Writing	30%	48%	22%																							
Spelling	45%	36%	18%																							
Grammar and Punctuation	34%	61%	5%																							

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														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	93 %	93 %	94 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	93 %	93 %	94 %	93 %										

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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,134,437	High Yield Investment Account	\$127,285
Government Provided DET Grants	\$364,289	Official Account	\$37,340
Government Grants Commonwealth	\$113,657	Other Accounts	\$151,994
Revenue Other	\$13,022	Total Funds Available	\$316,618
Locally Raised Funds	\$358,133		
Total Operating Revenue	\$3,983,539		
Equity¹			
Equity (Social Disadvantage)	\$22,638		
Equity Total	\$22,638		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,196,567	Operating Reserve	\$119,673
Books & Publications	\$1,137	Other Recurrent Expenditure	\$5,855
Communication Costs	\$5,495	Provision Accounts	\$17,266
Consumables	\$54,702	Funds Received in Advance	\$47,649
Miscellaneous Expense ³	\$234,524	Funds for Committees/Shared Arrangements	\$24,836
Professional Development	\$18,143	Repayable to the Department	\$95,000
Property and Equipment Services	\$184,360	Total Financial Commitments	\$310,280
Salaries & Allowances ⁴	\$158,708		
Trading & Fundraising	\$70,144		
Utilities	\$29,777		
Total Operating Expenditure	\$3,953,558		
Net Operating Surplus/-Deficit	\$29,981		
Asset Acquisitions	\$24,402		

(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 15 March 2019 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.

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).

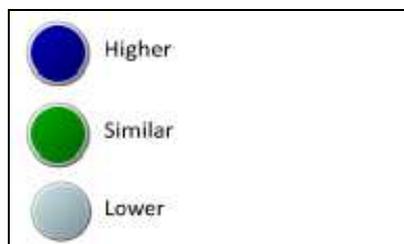


What does *School Comparison* refer to?

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*' or '*ND*' 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').