

2023 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 \(VIT\)](#)
- 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 25 March 2024 at 10:25 AM by Craig Bradley (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 March 2024 at 12:11 PM by Jasmine Mishra (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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

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

NAPLAN

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

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

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

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

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

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

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

About Our School

School context

The school is located in the leafy hills of North East Mooroolbark and has 380 students enrolled in 2023, up from 359 the previous year. The school environment is inviting, with well-established gardens and well-maintained playing areas. The school has a School Family Occupation Education Index of 0.2886 with 7 Aboriginal students enrolled. Whilst the multicultural aspect of the community is growing, the percentage of students with English as an additional language (1.5%) low. Equity funding was allocated to the school based on 8% of student eligibility, and funding was allocated for the 5.3% 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. Our daily teaching is built around reading, writing, spelling and mathematics. In addition to our literacy and numeracy pillars students participate in a range of additional subjects including Science, Inquiry, Social and Emotional Literacy, Visual Arts, Performance Arts, Design Technology, Global Studies, LOTE (French and Spanish), Sport and Physical Education.

At the beginning of 2023 the workforce of comprises 2 Principal Class, 21.8 EFT teachers and 14.7 EFT Educational Support Staff. The school has continued to run its own Out of School Hours (OSH) care program and canteen. The school canteen operates two days a week and is a community hub with around 50 volunteer helpers supporting the paid manager. Enrolment has increased in 2023, with students arranged into 16 class groups. The increase in enrolments has been attributed to the ongoing improvement in student outcomes. Rolling Hills Primary School is very proud of its 35+ year history of providing a vibrant, attractive and safe teaching and learning environment, which is a central element of the local community.

Progress towards strategic goals, student outcomes and student engagement

Learning

The FISO (Framework for School Improvement) focus in 2023 was to build on, and compliment, the two DET priorities shared with all schools in 2022.

In 2023 DET shared that they would like all schools to continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

In our 'Learning' goal we aim to teach and support each student at their point of need and in line with FISO. In the area of student learning our focus was on building our teachers capacity to differentiate instruction for all learners. This built on our previous goals of developing a school-wide instructional model and the collection and tracking of student data. Teachers are now able use the data to help create a learning plan for each student to support their individual learning. Our organisation of our day changed in 2023 to support teachers to collaborate together more effectively, and more often. Once a week teaching teams had the opportunity to work with each other, a teaching and learning coach and a principal on the following weeks teaching plans.

Beyond the classroom we have been able to create student supports and extension approaches that are suitable to each child's needs. We offer levelled literacy intervention for Prep to grade 2 students, and MacqLit for grade 3 to 6. We extend our students through our Spotlight Literacy and Numeracy groups that run weekly. We support each classbased teacher with time to tutor and conference with small groups students in their class that have shown they need further help and extension.

Wellbeing

Our approach to the 'Wellbeing' priority has been to develop whole school approaches to wellbeing. These Rolling Hills Primary School approaches include Friendology, Zones of Regulation, as well as students being offered increased sport each week to increase their fitness after remote learning. We have also engaged with an expert in the field that has been working on providing a framework for improving wellbeing across all stakeholders in the school.

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. In the local government school's, there was a 20% transition to Lilydale High School, 26% to Mooroolbark College, 22% and Lilydale Heights. There was a 32% transition to the Catholic school system and the Independent system.

The Lilydale District Network of schools has enabled good opportunities for inter-school activities and professional learning for staff. As a whole network we have worked together on writing by engaging with an expert in the field. We have continued to partner with Mooroolbark College to share best practice in numeracy. This has been a partnership based on both schools sharing a history of strong student outcomes in this area.

Attendance has improved throughout 2023 and the school has continued to support students who have been absent due to illness to be connected to school.

The Performing Arts teacher provided opportunities for singing in one of two choirs and the Art teacher developed 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 these student initiatives. The Student Representative Council has 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.

The Program for Students with a Disability program has transitioned to the new 'Disability Inclusion' approach and now offers a wider range of supports, particularly for our students who traditionally are not catered for under the original program. We have 20 students who are categorised as tier 3 students and receive a range of supports in the classroom.

Our 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, and we will be exploring options under the mental health fund to support this growing need. Our parent survey shared that 77% of surveyed parents report that their children feel safe at school compared to 89% at similar schools (this leaves us room for improvement in 2024), and 85% of parents feel their child is connected to their school in a positive way. Our student data in years 4 to 6 shows that student sense of connectedness is at 80.5% and has improved from 79% (2022) and that management of bullying has slightly decreased at 78.5% from 82% (2022). These are similar or slightly above other schools.

Engagement

In 2023 we have continued to engage our students and the wider community with the best educational programs we can create for students. We believe that when children want to be at school to learn, attendance improves. Rolling Hills Primary School continues to maintain strong attendance at school, this has been a school-wide goal for everyone. Our expectations are that children are at school everyday when they are able to be. Attendance at school has improved in 2023, and in comparison to other similar schools our attendance is 13% higher. When a student is absent contact is made with families by the teacher to help support them and their needs. Principals follow up after 3 days. A consistent and differentiated curriculum that is based on the needs of all students is offered and has contributed to students being engaged with their learning and high levels of attendance. In 2023, despite periods of illness to students and the educational workforce, we have been able to offer in person transition sessions for new families, graduation for grade 6 students, camps, excursions, incursions, whole school athletics day, hoop time and a whole school performance.

In 2023 the student attitude to school survey was conducted with year 4, 5 and 6 students. Results in three key areas for student attitude have increased significantly. These are the percentage of students endorsing a stimulating learning environment 73.5% (decreased), percentage of students endorsing a sense of confidence in learning 80.5% (increased) and the percentage of students endorsing the managing of bullying 78.5% (maintained). Our parents surveyed positively endorsed the school at 83% compared to 85% in similar schools, this has decreased in 2023.

Financial performance

In 2023 Rolling Hills Primary finished the year positively, with financial and workforce management decisions providing the school with a surplus of \$28,312.00. Equity funding was used for increasing human resources by way of additional learning support time that was targeted at Prep to Grade 2. The government tutor learning initiative funding was used to add learning support to all students in grade 3 to 6. Additional grants were used to purchase equipment for the physical education program. Rolling Hills

Primary received a Commonwealth grant to help fund the Chaplaincy program. Property maintenance continued to be a high priority in 2023 with a focus on ensuring learning spaces, grounds and playgrounds were reflective of school needs. A large scale project was implemented to refurbish the main building boys and girls toilets to a high standard. Additional commonwealth funding was used to address specific learning needs through targeted programs. Canteen made a small loss of \$5272.00. This has been attributed to a change in manager and the overlap of running two salaries during the handover period. Cash takings stayed the same which should result in a profit in future years. OSHC continued to be financially viable with increasing families using the service.

For more detailed information regarding our school please visit our website at
<https://rollinghillsps.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 377 students were enrolled at this school in 2023, 175 female and 202 male.

3 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

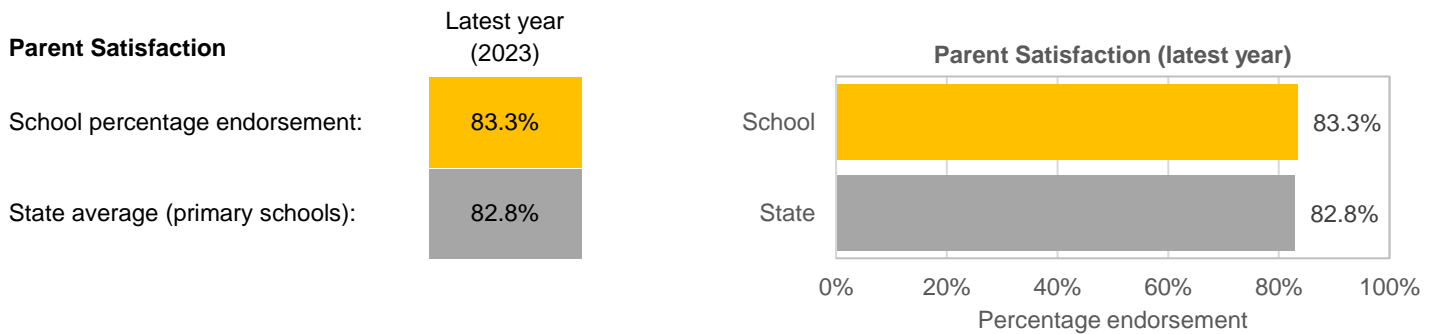
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

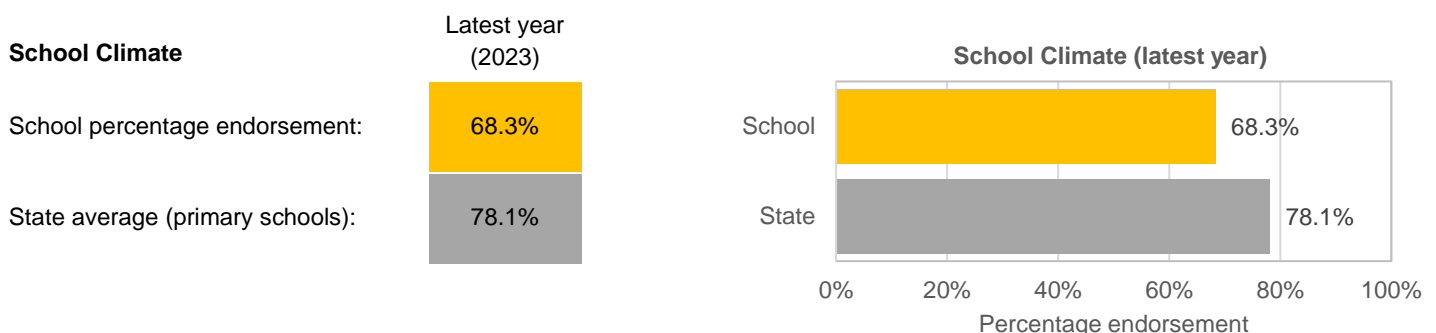


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

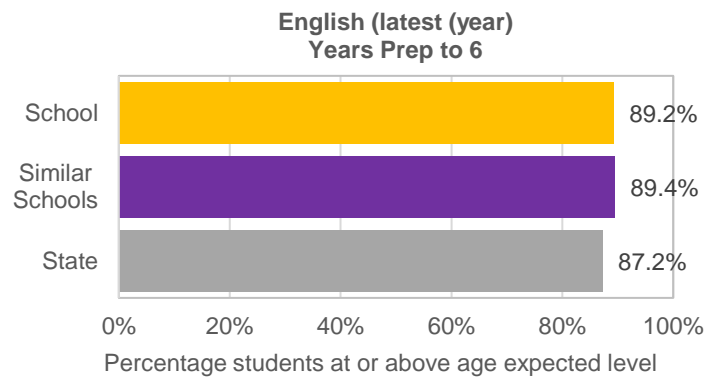
89.2%

Similar Schools average:

89.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

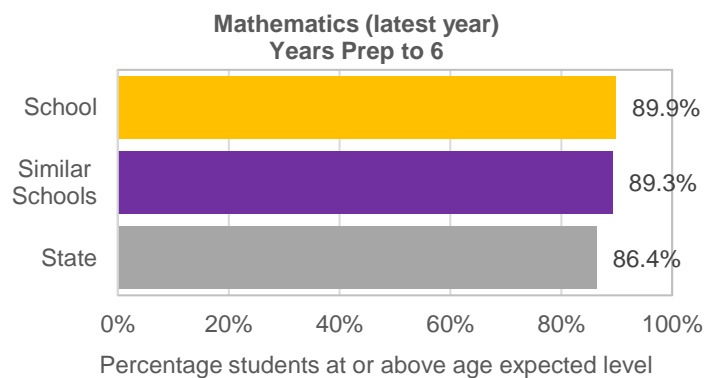
89.9%

Similar Schools average:

89.3%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.2%

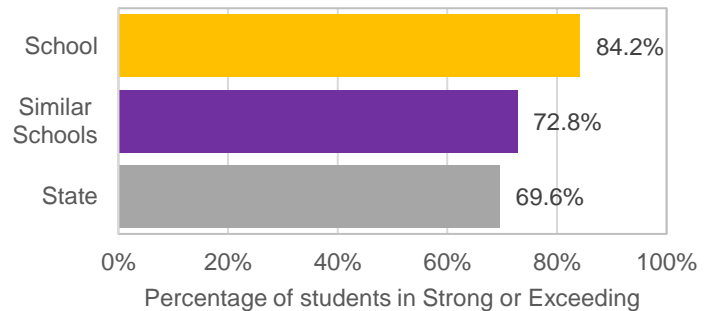
Similar Schools average:

72.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.0%

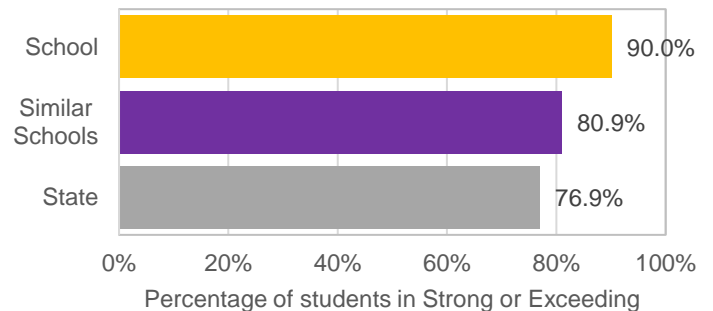
Similar Schools average:

80.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.6%

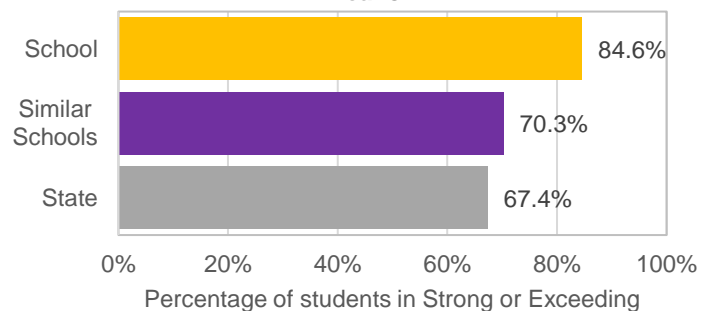
Similar Schools average:

70.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.1%

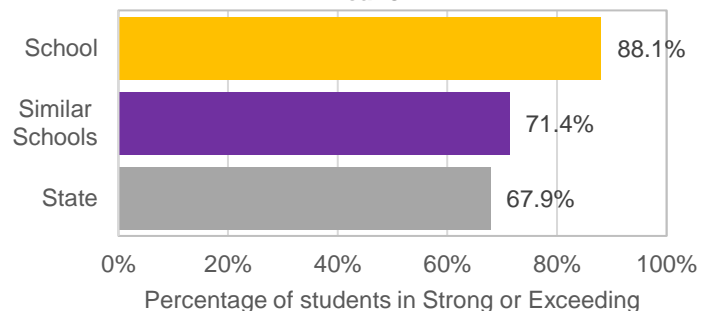
Similar Schools average:

71.4%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

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

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

87.8%

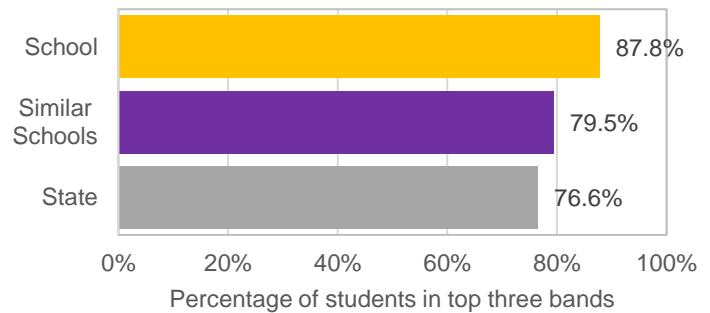
Similar Schools average:

79.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

72.2%

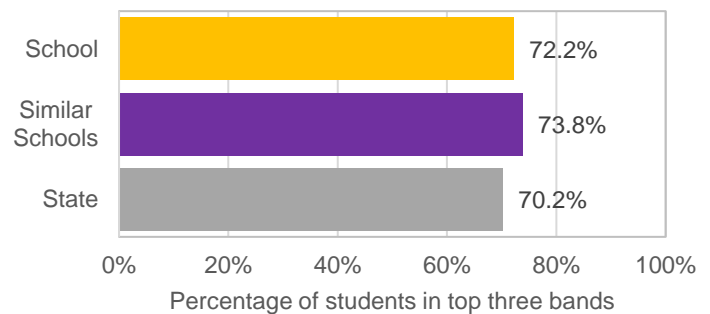
Similar Schools average:

73.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

85.4%

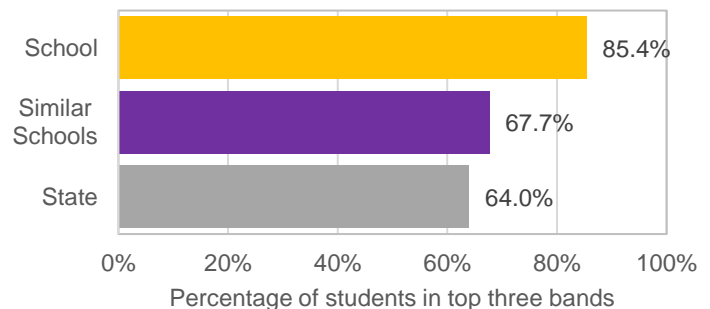
Similar Schools average:

67.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

67.3%

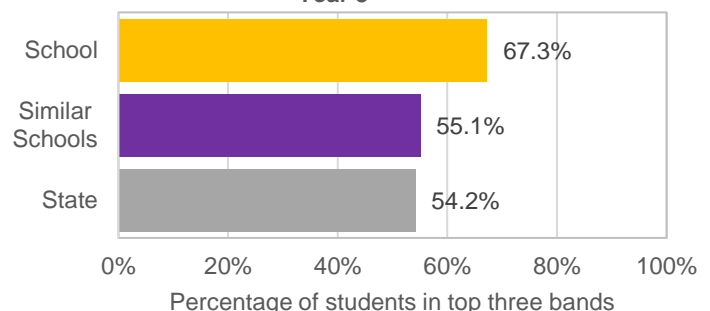
Similar Schools average:

55.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

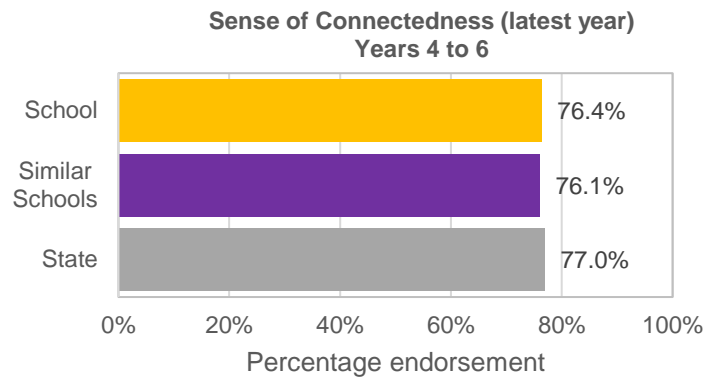
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	76.4%	76.9%
Similar Schools average:	76.1%	77.3%
State average:	77.0%	78.5%

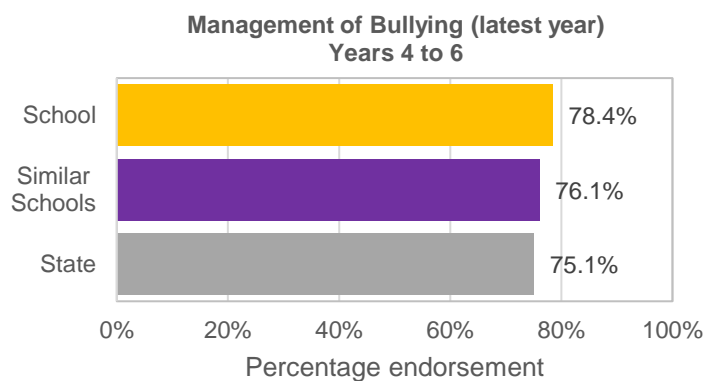


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	78.4%	79.6%
Similar Schools average:	76.1%	77.4%
State average:	75.1%	76.9%



ENGAGEMENT

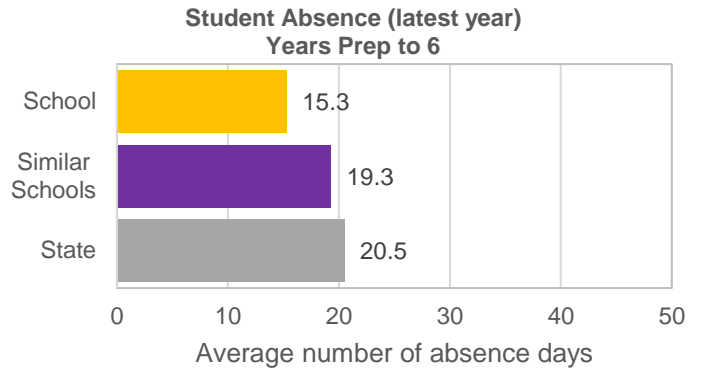
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	15.3	13.2
Similar Schools average:	19.3	16.8
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	93%	93%	93%	92%	92%	91%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,111,396
Government Provided DET Grants	\$385,826
Government Grants Commonwealth	\$198,865
Government Grants State	\$13,330
Revenue Other	\$29,547
Locally Raised Funds	\$425,256
Capital Grants	\$5,000
Total Operating Revenue	\$5,169,219

Equity ¹	Actual
Equity (Social Disadvantage)	\$35,935
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$35,935

Expenditure	Actual
Student Resource Package ²	\$4,065,657
Adjustments	\$0
Books & Publications	\$1,450
Camps/Excursions/Activities	\$149,569
Communication Costs	\$3,109
Consumables	\$59,996
Miscellaneous Expense ³	\$14,241
Professional Development	\$19,691
Equipment/Maintenance/Hire	\$55,714
Property Services	\$300,767
Salaries & Allowances ⁴	\$228,703
Support Services	\$106,388
Trading & Fundraising	\$59,474
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,689
Total Operating Expenditure	\$5,099,448
Net Operating Surplus/-Deficit	\$64,772
Asset Acquisitions	\$113,358

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$229,195
Official Account	\$28,677
Other Accounts	\$0
Total Funds Available	\$257,872

Financial Commitments	Actual
Operating Reserve	\$124,432
Other Recurrent Expenditure	\$0
Provision Accounts	\$17,266
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$116,173
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	\$257,872

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.