

# 2016 Annual Report to the School Community



School Name: Rolling Hills Primary School

School Number: 5241



Name of School Principal:

Robyn English

Name of School Council President:

Fleur Cousins

Date of Endorsement:

March 15<sup>th</sup> 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

## About Our School

### School Context

In 2016 Rolling Hills Primary celebrated its 30<sup>th</sup> Birthday and showcased developments and changes that have occurred in the school's history. The school welcomed its third Principal and recognised the impact of the first two leaders with inaugural achievement awards for level six students. Despite predictions that the school population would begin to decline, enrolments have remained quite steady. In 2016 the school began with an enrolment of 352.4 organised into 15 class groups averaging 23.5 students. A small number of student transfers occurred across the year with the December enrolment reaching 365.4. The structure consisted of a Principal, Assistant Principal and 18.2 EFT teaching staff. Specialist classes were offered in Performing Arts, Visual Arts, Physical Education and Chinese Language and these were taught by specialist teachers each appointed for 0.8 EFT.

In addition to teaching staff, the school had 15 Education Support (ES) teachers working in classrooms, one (0.6) Learning support teacher and one (0.8) library technician. The ES classroom support teachers worked with 24 students funded through the Program for Students with a Disability (PSD).

The school review was conducted in 2016 and completed late in the year. Monash reviewer, Gaell Hildebrand worked with the leadership group, parents and students to pull together data – both qualitative and quantitative, to contribute to the review. The process of review refined the school vision and began the development of goals for the next four year Strategic Plan. The school vision is: 'to inspire all learners to be curious and creative. We will develop resilient and ethical citizens with the skills to thrive in a diverse and global community.' Areas of focus for developing the strategic plan are identified as, a) improving learning growth in literacy and numeracy with a culture of high performance, b) contributing to student resilience, wellbeing and engagement, and c) developing leaders who support whole school improvement and a culture of high expectations.

Rolling Hills Primary School's attractive grounds and hilly environment provide a wonderful context for the extensive environmental projects. In 2016 the vegetables gardens were re-vitalised. Funds raised in conjunction with the 30<sup>th</sup> Birthday celebration fair were used to create a new ropes playground for all the students to use. Numbers of families attending working bees increased and there was excellent participation in the whole school Stomp Dance Showcase held at Lilydale Heights College in term three.

### Framework for Improving Student Outcomes (FISO)

Three areas were the focus of strategic development in the 2016 school year.

1. Building practice excellence – The focus here was to develop some agreed understandings of effective teaching and learning in order to build greater consistency across the school. Much of the work that went into the school self-evaluation led to in-depth professional discussion about consistency and effective practice. We have embraced some core school structures and have a commitment to monitor and strengthen the consistency with which these are implemented. *Build the capacity of every teacher to articulate and implement a whole school approach to teaching and learning.*
2. Curriculum planning and assessment – Significant work has gone into building confidence and competence in the implementation of the new Victorian Curriculum. Professional Learning Teams in Maths and English drove this learning and began longer term plans to implement consistent practices across the school. Much of this work was based on close analysis of key data sets, much of which was conducted within the context of Lilydale Network Schools professional learning.
3. Building leadership teams – The school has a very flat leadership structure and in 2016 the focus was to develop leadership roles and opportunities within the current structure. Planning teams continued to work as close groups and professional learning teams in English, Maths and Student Wellbeing provided an umbrella guide. Leadership opportunities were taken up by three teachers who completed the Bastow Leading Literacy Program and one who participated in the trial 'Inspire' leadership program for early career teachers. The PLT structure was particularly successful with some whole school, consistent practices coming out of their work.

## Achievement

The School Review processes of 2016 provided an effective platform for some focussed self-reflection and critical analysis. A wide range of data sets formed the basis of this and indicated that the school has provided a generally robust program. Notably, the considerable resources dedicated to student needs have shown a reduction in the 'tail' with fewer students (deemed capable) assessed as falling in the lowest achievement bands. Data collected over the past few years indicates consistently strong results in level three which would indicate that the early years program, which is a combination of developmental play and explicit focussed teaching, is having a good impact on learning. The cohort that is now in focus is the group who have achieved well in year three but have not sustained that level of growth. Plans have been developed to look carefully at the needs of these students to ensure that we provide challenge as well as support to enable confident learners to maintain consistent growth.

Curriculum areas that were targeted in 2016 were Spelling and Mathematics. A whole school structure called 'Words Their Way' provided a context for whole school professional learning, a whole-school data collection and close analysis of both teaching and learning. This overlapped into writing as it was implemented as a 'word study' project rather than purely spelling. Words Their Way was very well received by teachers and students alike. There is more work to be done in this area in future years.

In order to look closely into mathematics needs, the school accessed expertise by way of consultant Rob Vingerhoets. Current practices were challenged and the Maths PLT devised and trialled a whole school maths teaching structure that, by the end of the year, was consistently evidenced in planning documents. As well as prioritising problem solving and open ended learning opportunities through this work, the Maths PLT also implemented a whole school assessment tool, PATMaths. As with Words Their Way, this project brought about deep professional conversations and data analysis.

### Curriculum Framework implemented in 2016

- Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

## Engagement

School attendance data for Rolling Hills Primary is strong and consistent across the school. The vast majority of absence is authorised by parents and is legitimately reflective of ill health or personal appointments. Families have students at school on time and recognise the need for school authorisation for absences not related to illness. There is a culture of settled, calm learning environments and the outstanding work of ES staff to support classroom teachers in this area is evident. Student attitudes to school survey results are somewhat confusing in the area of engagement. In 2016 there was a big variation between boys and girls and between year five and year six. These variations continue to be the basis for work with our current 2017 students.

Students wear their uniforms with pride, represent the school at sports, GATEways and other events outside the school with a strong sense of connection. Feedback from review student focus groups indicate that the students feel energised by the programs and activities presented at school.

2016 has been a 'new beginning' in many ways. The school celebrated a milestone birthday, engaged in a detailed self-evaluation for the review process and settled into the routines of a new school leader. These changes have aligned to bring about calm, confidence and an enthusiasm for the next phase. This is reflected in enrolment increases that will need to be monitored to ensure this positivity is maintained.

We have continued to maintain strong links with partner groups such as the Rolling Hills Kinder and our own Out of School Hours Care programs. A group of OSH children has participated in one of the twilight working bees and our Kinder has strong links with the Easter Hat Parade and, in 2016, were invited to participate in the F-2 Sports carnival. Kinder students perform at our school annual carols evening and use resources such as our library and art room from time to time.



## Wellbeing

The school's extensive Program for Students with a Disability (PSD) provides a great deal of support for children with a range of physical, learning and social difficulties. All our students are used to accommodating for a range of needs at school and our students are quite knowledgeable about disability, seeing it as a normal part of the community. A growing number of these students have required support for anxiety and social engagement concerns. The school has a broad range of support and expertise on staff and we continue to learn about resilience and wellbeing for all. The school review showed that resilience continues to be an area of need and this has been built into the goals for the next strategic plan.

During 2016 we worked on reviewing the Tribes program which has been part of RHPS for many years. It was felt that considerable staff changes over the last few years has meant that much of the experience of trained staff has been lost. There is an intention to revitalise this program in 2017 and skill-up teachers who have arrived at the school since the initial training took place.

An important resource for the wellbeing initiatives is our Chaplain, Fiona. She works two days a week and as funding reduces over time, it is now primarily SRP funding that accounts for this. Her work includes classroom collaborative activities, craft groups for targeted students, individual 'journeying' with students who are struggling with some personal issues, running a 'Seasons for Growth' program and the year five preparation for leadership program.

For more detailed information regarding our school please visit our website at  
[www.rollinghillsp.vic.edu.au](http://www.rollinghillsp.vic.edu.au)

## 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 50% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

### School Profile

#### Enrolment Profile

A total of 355 students were enrolled at this school in 2016, 174 female and 181 male. There were 1% of EAL (English as an Additional Language) students and 1% 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

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</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 50% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>35%</td> <td>44%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>49%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>46%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>46%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>44%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	35%	44%	Numeracy	26%	49%	26%	Writing	32%	46%	22%	Spelling	37%	46%	17%	Grammar and Punctuation	24%	44%	32%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	21%	35%	44%																							
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Writing	32%	46%	22%																							
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## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	95 %	94 %	91 %	93 %	<p><b>Results: 2016</b></p>  <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>  <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	95 %	94 %	91 %	93 %										



## Performance Summary

Key: Range of results for the middle 50% of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

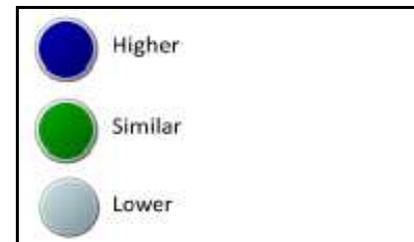
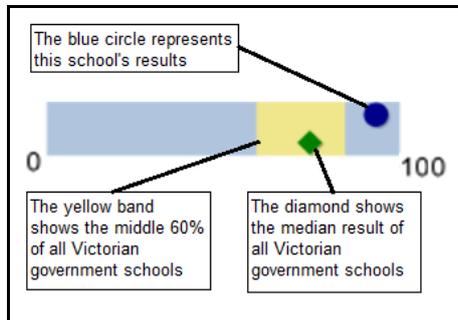
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

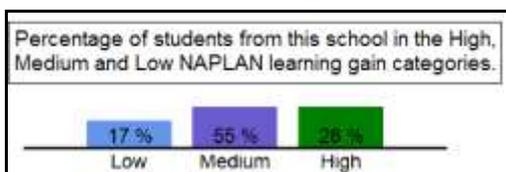
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

Rolling Hills Primary had an operating surplus in 2016. Enrolments were a little higher than expected which led to an increase in associated DET student grants and parent contributions. Funds have been carried over and accumulated as part of the school community plan to develop play areas to commemorate the school's 30<sup>th</sup> Birthday. In 2016 a Birthday Fair was held which was profitable as was other fund raising intended for the new playground. Funds have been set aside for grounds works and maintenance projects that are needed considering the age of the main school building and the existence of several large gum trees which have begun to shed limbs. A plan is in place to conduct work on re-asphalting to reduce the existence of tripping hazards as well as to begin a roll out of significant painting works. All of these works require planned savings to enable the work to proceed.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,919,133	High Yield Investment Account	\$141,561
Government Provided DET Grants	\$285,078	Official Account	\$27,066
Government Grants Commonwealth	\$73,058	Other Accounts	\$144,352
Revenue Other	\$10,959	<b>Total Funds Available</b>	<b>\$312,978</b>
Locally Raised Funds	\$369,013		
<b>Total Operating Revenue</b>	<b>\$3,657,241</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$2,784,309	Operating Reserve	\$109,084
Books & Publications	\$802	Asset/Equipment Replacement < 12 months	\$57,797
Communication Costs	\$6,164	Maintenance - Buildings/Grounds incl SMS<12 months	\$30,203
Consumables	\$44,759	Revenue Received in Advance	\$53,612
Miscellaneous Expense	\$214,785	School/Network/Cluster Coordination	\$2,446
Professional Development	\$7,028	Provision Accounts	\$9,700
Property and Equipment Services	\$165,577	Repayable to DET	\$40,000
Salaries & Allowances	\$143,013	Other recurrent expenditure	\$10,136
Trading & Fundraising	\$83,473	<b>Total Financial Commitments</b>	<b>\$312,978</b>
Utilities	\$30,739		
<b>Total Operating Expenditure</b>	<b>\$3,480,649</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$176,592</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*