

2022 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 Registration 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 of the previous calendar year 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 21 March 2023 at 06:39 PM by Craig Bradley (Principal)

- This 2022 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 23 May 2023 at 10:36 AM 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

The school is located in the leafy hills of North East Mooroolbark and has 359 students enrolled in 2022. The school environment is inviting, with well-established gardens and well-maintained playing areas. The school has a School Family Occupation Education Index of 0.3067 with 6 Aboriginal students enrolled. Whilst the multicultural aspect of the community is growing, the percentage of students with English as an additional language (3%) is still low but has increased. Equity funding was allocated to the school based on 11.5% of student eligibility, and funding was allocated for the 6% 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 2022 the workforce of comprises 2 Principal Class, 23.4 EFT teachers and 14 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 fallen slightly in 2021, with students arranged into 15 class groups. The reduction in enrolments has been attributed to the movement of families post pandemic.

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 2022 was to build on, and compliment, the two DET priorities shared with all schools.

In 2022 we continued to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We aimed 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. We have been able to create supports or 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 class-based teacher with time to tutor and conference with small groups students in their class that have shown they need further help and extension.

Our approach to the student wellbeing priority has been to develop whole school approaches to wellbeing. These

approaches include TRIBES, Friendology, Zones of Regulation, as well as students being offered increased sport each week to increase their fitness after remote learning.

Developing the school improvement team through the use of the FISO improvement cycle was a key goal for the leadership team. A leader in teaching and learning, literacy, numeracy, support and inclusion, and assessment has been successfully established across the school. The use of learning walks when at school enabled us to gather evidence to support our FISO goals. The state-wide training in PLC (Professional Learning Communities) was undertaken and shared with teacher. The aim is to promote data driven change in teaching practice through collaboration.

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. In the local government school's there was a 45% transition to Lilydale High School, 20% to Mooroolbark College, 9% Lilydale Heights and 6% to Yarra Hills. There was a 15% transition to the Catholic school system and 5% transition to 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 also partnered 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.

Although impacted with by unplanned illness throughout 2022 the school continued to support students 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 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 remain consistent with 20 funded students in 2022. The PSD program is transitioning to the new 'Disability Inclusion' and now offers a wider range of supports, particularly for our students who traditionally are not catered for under the original program. 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 84% of surveyed parents report that their children feel safe at school compared to 80% at similar schools, and 93% 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 79% and has improved from 75.1% (2021) and that management of bullying is at 82% improving from 79.7% (2021). These are similar or slightly above other schools.

Engagement

In 2022 despite the continued challenges of moving from a period of remote learning to full-time at school we have continued to engage our students and the wider community with educational programs for students.

Maintaining strong attendance at school has been a school-wide goal. Our expectations are that children are at school everyday when able to.

Attendance at school has declined in 2022, however in comparison to other similar schools our attendance is 5% higher. Our aim moving forward is to return to the high levels of attendance at school prior to 2022.

When a student is absent contact is made with families to help support and meet their needs. Principal follow up occurs after 3 days and is part of our approach.

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 2022, 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 performances.

In 2022 the student attitude to school survey was not 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 84.1%, percentage of students endorsing a sense of confidence in learning 72.6% and the percentage of students endorsing the managing of bullying 79.3%.

Our parents surveyed positively endorsed the school at 91% compared to 85% in similar schools, this has increased in 2022.

Financial performance

In 2022 Rolling Hills Primary finished the year positively, with financial and workforce management decisions providing the school with a surplus of \$18,752.00.

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 2022 with a focus on ensuring learning spaces, grounds and playgrounds were reflective of school needs. Additional commonwealth funding was used to address specific learning needs through targeted programs.

Canteen made a positive financial return with a profit of \$3010.00. After making a loss in previous years the canteen was reviewed, opening hours were reduced, which resulting in a reduction in staff wages. Cash takings stayed the same which resulted in profit for the year. 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://rollinghillsp.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 360 students were enrolled at this school in 2022, 171 female and 189 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).

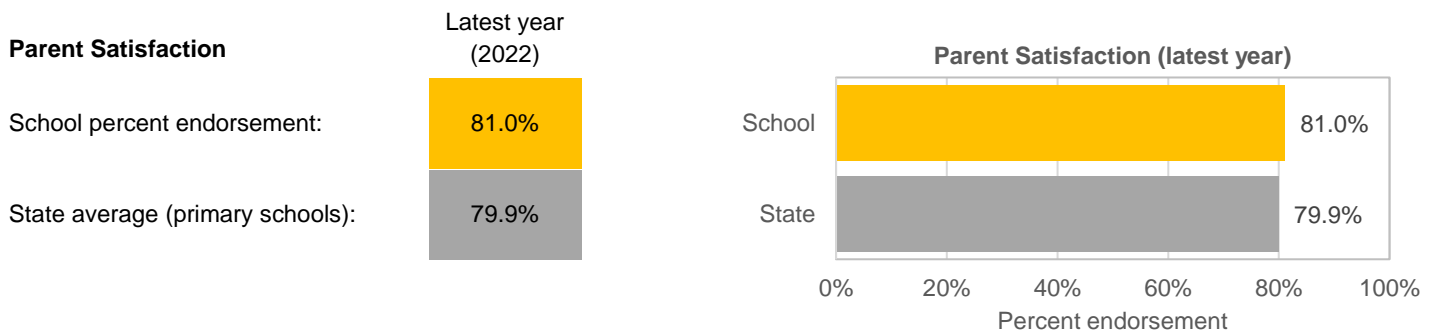
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

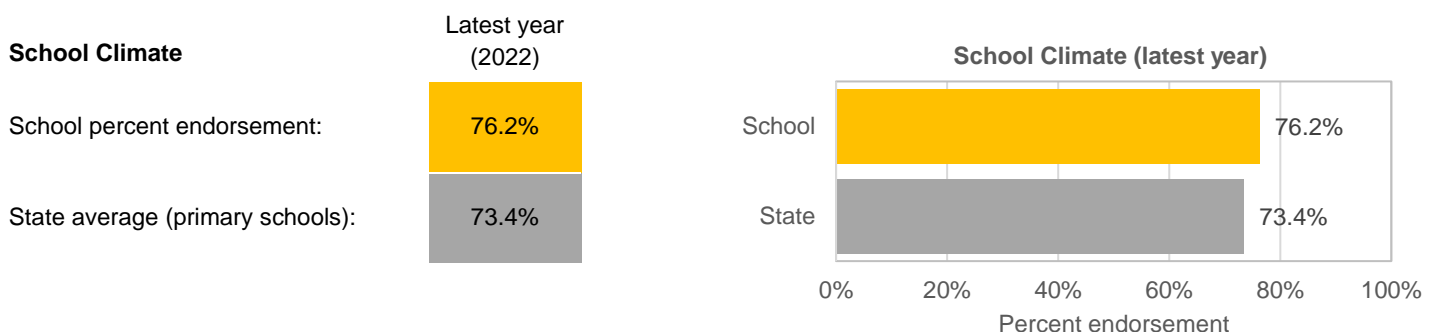


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

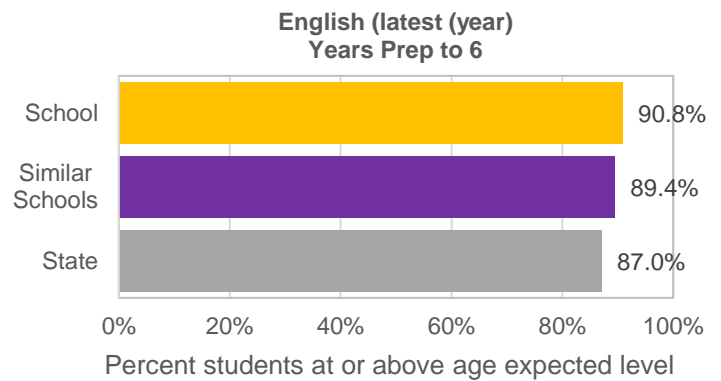
90.8%

Similar Schools average:

89.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

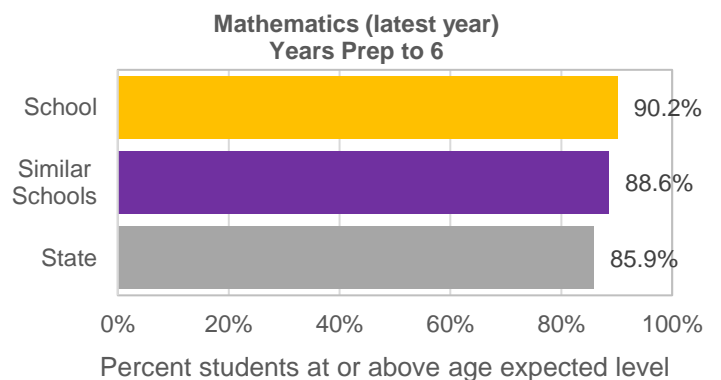
90.2%

Similar Schools average:

88.6%

State average:

85.9%



LEARNING (continued)

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

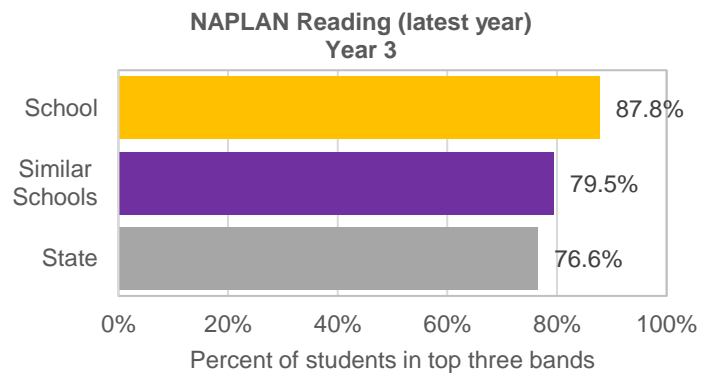
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

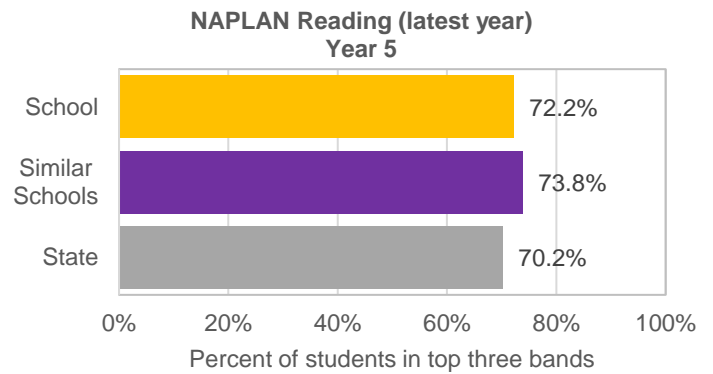
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.8%	85.3%
Similar Schools average:	79.5%	79.7%
State average:	76.6%	76.6%



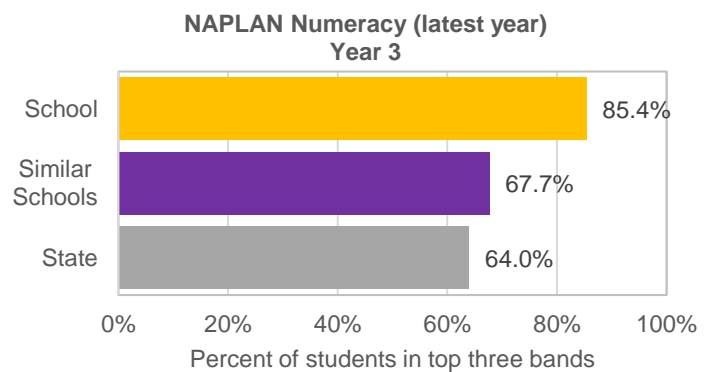
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.2%	70.7%
Similar Schools average:	73.8%	72.3%
State average:	70.2%	69.5%



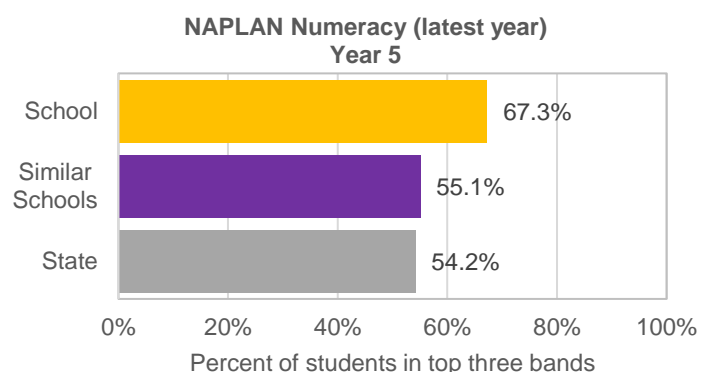
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.4%	83.0%
Similar Schools average:	67.7%	70.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.3%	62.3%
Similar Schools average:	55.1%	58.6%
State average:	54.2%	58.8%



WELLBEING

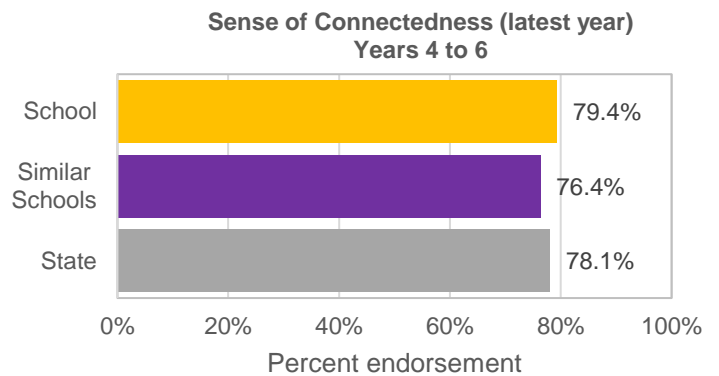
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	79.4%	80.5%
Similar Schools average:	76.4%	78.3%
State average:	78.1%	79.5%

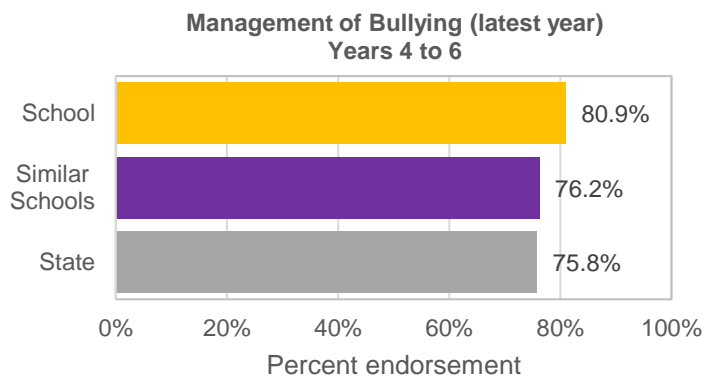


Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	80.9%	82.2%
Similar Schools average:	76.2%	78.7%
State average:	75.8%	78.3%



ENGAGEMENT

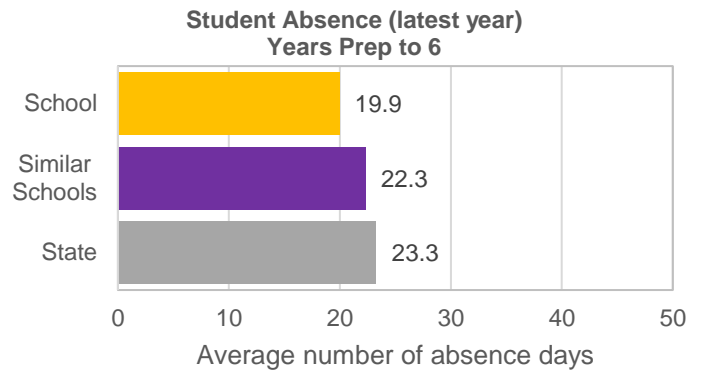
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.9	13.4
Similar Schools average:	22.3	16.1
State average:	23.3	17.0



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 (2022):	91%	90%	89%	91%	89%	89%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,569,464
Government Provided DET Grants	\$259,660
Government Grants Commonwealth	\$200,412
Government Grants State	\$22,727
Revenue Other	\$21,196
Locally Raised Funds	\$421,910
Capital Grants	\$0
Total Operating Revenue	\$4,495,369

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,306
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$31,306

Expenditure	Actual
Student Resource Package ²	\$3,550,712
Adjustments	\$0
Books & Publications	\$4,398
Camps/Excursions/Activities	\$107,687
Communication Costs	\$4,052
Consumables	\$52,909
Miscellaneous Expense ³	\$24,648
Professional Development	\$16,627
Equipment/Maintenance/Hire	\$62,768
Property Services	\$157,411
Salaries & Allowances ⁴	\$304,707
Support Services	\$88,693
Trading & Fundraising	\$135,583
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,092
Total Operating Expenditure	\$4,543,286
Net Operating Surplus/-Deficit	(\$47,917)
Asset Acquisitions	\$16,140

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$305,996
Official Account	\$73,881
Other Accounts	\$0
Total Funds Available	\$379,877

Financial Commitments	Actual
Operating Reserve	\$140,317
Other Recurrent Expenditure	\$0
Provision Accounts	\$17,266
Funds Received in Advance	\$71,781
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$128,703
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$21,810
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	\$379,877

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.