

2016 Annual Report to the School Community



School Name: Rollins Primary School

School Number: 4867



ROLLINS
PRIMARY SCHOOL
REACH

Name of School Principal:	Steve McGarrigle
Name of School Council President:	Darrin McKiernan
Date of Endorsement:	27 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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.





About Our School

School Context

Rollins Primary School is a dual campus school situated to the north west of the Geelong city centre. The main campus is located in the residential suburb of Bell Post Hill and the Batesford campus is four kilometres away on the Old Ballarat Road. The main campus caters for students from Years Prep-6. The Batesford campus, situated in a beautiful rural setting, has a limit of 30 student enrolments each year and the curriculum emphasis is on an environmental and ICT program for Year 3 and 4 students.

At Rollins Primary School, students experience a broad curriculum inclusive of a range of extracurricular activities with the playground space including both active and passive play areas in tree lined areas. The school offers a comprehensive curriculum and teachers plan their classroom programs with reference to AusVELS. Classroom programs are supported and complemented by specialist programs in the areas of Physical Education, ICT, Music and Visual Arts.

At the time of the August 2016 census 293 students were enrolled in 15 classes ranging in size from 14 to 24 students. The school has 1 Principal, 1 Assistant Principal, 16.6 EFT Teachers and 4.6 ES staff.

A Strategic Plan was developed throughout 2014 with the following goals providing the school's focus for the period of 2014-2017:

Achievement: To improve student outcomes in Literacy and Numeracy.

Engagement: To ensure students are engaged in their learning, and feel safe and connected to school, thus promoting student attitudes and behaviour that support academic excellence.

Wellbeing: To develop students' resilience and confidence to enable them to participate effectively in the community and the range of situations they may face.

Productivity: To ensure consistency and alignment of all aspects of school operations and resource allocations to optimize student outcomes.

Framework for Improving Student Outcomes (FISO)

The 2016 Annual Implementation Plan identified the following two initiatives and associated Key Improvement Strategies:

Building practice excellence

1. Build staff capacity in:
 - Using data to differentiate the teaching and learning so that it is at point of need for each student.
 - Developing a consistency in classroom structures and practices, including assessment across the school.
 - Developing a shared understanding and agreement of high academic expectations of a student at RPS.
2. Enhance RPS as a Learning Community engaging all key stakeholders.
3. Allocate resources to build staff capacity.
4. Utilise staff expertise when structuring teaching teams and support programs.

Empowering students and building school pride

1. Enhance the engagement of students as members of the school and broader community.
2. Investigate and implement whole school strategies to support the development of student confidence and resilience.
3. Partner with families to maximise student learning, engagement, resilience and wellbeing.

Achievement

In order to meet the school's goals in the area of Achievement the following actions were planned and implemented in 2016:

1. Establish and support Professional Learning Teams (PLT's).
2. Routinely incorporate Curriculum Planning into weekly team meetings.
3. Provide opportunities for moderation of student work.
4. Implement a high quality Performance Development process.
5. Provide school based PD with a sharp focus on Reading and Number.
6. Implement the Victorian Curriculum.
7. Explore opportunities for members of the Leadership Team and teaching staff to observe classroom practice.
8. Expose students to external experiences eg. Tournament of Minds, Debating, etc.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- | | | | |
|---|----------------------------------|--|---|
| <input type="checkbox"/> Victorian Early Years Learning and Development Framework | <input type="checkbox"/> AusVELS | <input checked="" type="checkbox"/> Victorian Curriculum | <input type="checkbox"/> A Combination of these |
|---|----------------------------------|--|---|



Engagement

In order to meet the school's goals in the area of **Engagement** the following actions were planned and implemented in 2016:

1. Identify and appoint members of the Student Leadership group and Junior School Council.
2. Establish a Student Focus Group.
3. Ensure that student learning goals are agreed and visible in all classrooms.
4. Utilise and involve the expertise of the wider community eg. Local identities and organisations.
5. Continue to utilise COMPASS as a tool to manage and improve student attendance.
6. Investigate the introduction of "Student Learning Maps".

Wellbeing

In order to meet the school's goals in the area of **Wellbeing** the following actions were planned and implemented in 2016:

1. Participate in the Building Resilience in Schools program.
2. Enhance and document the REACH Values Program (Respect, Encouragement, Ambition, Consideration and Honesty).
3. Provide a high quality Chaplaincy Program.
4. Provide the opportunity for a Buddy Program with Prep and Years 5-6 students.
5. Implement strategies to develop student confidence and enhanced risk taking with learning.
6. Investigate and implement new challenges which involve problem solving skills.
7. Explore peer support for students.
8. Work with City of Greater Geelong (COGG) to facilitate a program targeted to supporting families in raising resilient children eg. Raising Great Kids.

For more detailed information regarding our school please visit our website at
[<http://rollinsps.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 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 294 students were enrolled at this school in 2016, 143 female and 151 male. There were 7% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % 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"> English Mathematics <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 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p> <table border="0"> <tr> <td style="text-align: center;">26 %</td> <td style="text-align: center;">55 %</td> <td style="text-align: center;">18 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <p>Numeracy</p> <table border="0"> <tr> <td style="text-align: center;">25 %</td> <td style="text-align: center;">53 %</td> <td style="text-align: center;">23 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <p>Writing</p> <table border="0"> <tr> <td style="text-align: center;">14 %</td> <td style="text-align: center;">56 %</td> <td style="text-align: center;">31 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <p>Spelling</p> <table border="0"> <tr> <td style="text-align: center;">17 %</td> <td style="text-align: center;">36 %</td> <td style="text-align: center;">47 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <p>Grammar and Punctuation</p> <table border="0"> <tr> <td style="text-align: center;">17 %</td> <td style="text-align: center;">64 %</td> <td style="text-align: center;">19 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table>	26 %	55 %	18 %	Low	Medium	High	25 %	53 %	23 %	Low	Medium	High	14 %	56 %	31 %	Low	Medium	High	17 %	36 %	47 %	Low	Medium	High	17 %	64 %	19 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. 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>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" data-bbox="560 824 1043 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>91 %</td> <td>91 %</td> <td>93 %</td> <td>90 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	93 %	90 %	92 %	91 %	91 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	93 %	90 %	92 %	91 %	91 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</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> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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

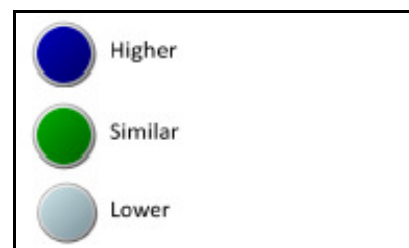
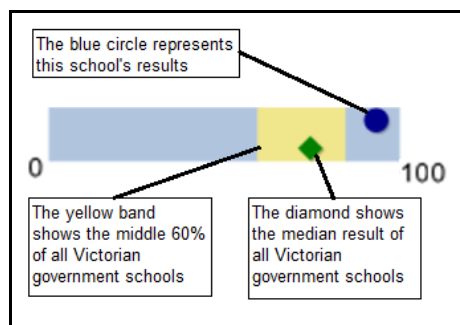
What are student outcomes?

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.

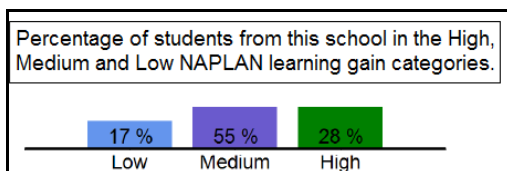
You can see these results for the latest year, as well as the average of the last four years (where available).

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

Rollins Primary School undertakes its budgeting processes strategically to ensure that school priorities are well resourced and that budgets meet the school's overall needs. With sound financial management, including careful consideration for the recruitment of staff, the school has been able to offer a comprehensive range of classroom and support programs; limit classroom size to a maximum of 24; utilise the skills of Education Support Staff to complement teacher practice; and, continue to operate with a healthy Student Resource Package surplus.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,413,305
Government Provided DET Grants	\$408,656
Government Grants Commonwealth	\$4,875
Government Grants State	\$3,550
Revenue Other	\$43,051
Locally Raised Funds	\$97,112
Total Operating Revenue	\$2,970,549

Expenditure	
Student Resource Package	\$2,207,226
Books & Publications	\$10,580
Communication Costs	\$5,376
Consumables	\$62,074
Miscellaneous Expense	\$116,513
Professional Development	\$23,999
Property and Equipment Services	\$170,551
Salaries & Allowances	\$102,992
Trading & Fundraising	\$18,746
Utilities	\$22,642

Total Operating Expenditure **\$2,740,701**

Net Operating Surplus/-Deficit **\$229,848**

Asset Acquisitions **\$44,619**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$33,866
Official Account	\$12,359
Other Accounts	\$326,720
Total Funds Available	\$372,944

Financial Commitments	
Operating Reserve	\$84,457
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds incl SMS<12 months	\$87,702
Revenue Received in Advance	\$105,786
School Based Programs	\$8,006
School/Network/Cluster Coordination	\$6,993
Maintenance -Buildings/Grounds incl SMS>12 months	\$50,000
Total Financial Commitments	\$372,944

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.