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| **2017 Annual Report tothe School Community** |

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| School Name: Rollins Primary School |

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| **About Our School** |

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| School Context |

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| Rollins Primary School is a dual campus school situated to the north west of the Geelong city centre in a residential area. The Batesford campus is located four kilometres away on the Old Ballarat Road and emphasises an environmental and ICT program for year 3 and 4 students. The school places a strong emphasis on student welfare with a highlight being a caring and supportive learning community. The school's motto 'REACH' reflects the five school values of Respect, Encouragement, Ambition, Consideration and Honesty which form the basis of all of our actions and behaviours. At Rollins Primary School students experience a broad curriculum inclusive of a range of extra-curricular 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 Vic Curriculum.Classroom programs are supported and complemented by specialist programs in the areas of Physical Education, ICT, Visual Arts, Music, STEM and LOTE. At the time of August 2017 census we had students enrolled in 15 classes ranging in size from 15-24. The school had one Principal, one Assistant principal, 21.13 Teacher and 4.46 ES. 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.A new Strategic Plan was developed throughout 2017 with the following goals prioritising the school’s focus for the period 2018-2021.Goal 1: To improve student outcomes in Reading, which falls in the excellence in Teaching and Learning component of the FISO model. Goal 2: To provide a safe, engaging and inclusive learning environment for students where student voice is a focus.Goal 3: To continue to embed the FISO Framework at Rollins PS with all staff. |

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| Framework for Improving Student Outcomes (FISO)  |

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| FISO initiative for 2017 included, but was not limited to the following:**Curriculum planning and assessment:**1. Provide regular and ongoing opportunities for teachers to use the Victorian Curriculum as the basis of their planning.2. Assess the effectiveness of the current Assessment Schedule and make the necessary changes to align it with the Victorian Curriculum.3. Allocate resources to enable teachers to effectively implement the Victorian Curriculum and the revised Assessment Schedule.**Building leadership teams:**1. Provide opportunities for staff to take on Leadership roles across the school. 2. Source relevant Leadership PD and ensure access for the appropriate staff.3. Members of each unit were involved in high level PD throughout 2017 including BASTOW Leading Numeracy and Leading Literacy courses. |
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| Achievement |

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| The overall measure for student learning at Rollins Primary School, using combined teacher judgements and results from the 2017 NAPLAN data indicated some extremely positive results in some areas and identified others in need of being addressed in 2018.Both the Year 3 and 5 2017 NAPLAN writing results indicated that our school is performing well above medium levels of all Victorian Government schools.Both the Year 3 and 5 2017 NAPLAN Numeracy data indicates our school is performing similarly to other Victorian Government schools, with the Year 5 data marginally below state averages. Data collected over the previous four years has shown a positive trend in both the Year 3 and 5 results.The 2017 NAPLAN data continues to show a positive trend towards State means. This was identified as a key area in the 2018-2020 Strategic Plan, with key strategies to be implemented to lift results further.All students on the PSD program show satisfactory or above progress in achieving their individual learning and social goals.Rollins Primary School will continue to strive for excellence through quality and rigorous processes and high levels of professional engagement and participation from staff. The implementation of whole school, high quality, Literacy, Numeracy and STEM programs and professional learning will be a focus in 2018 and beyond. |
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| Engagement |

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| In order to meet the schools goals in the area of Engagement, the following actions were planned and implemented in 2017:• Build high quality teaching teams taking into account the skills and expertise of each staff member.• Engaged Michael Ymer to work with teams with a focus on Curriculum planning and Mathematics delivery in classrooms.• Introduced PLT’s for Literacy and STEM.• Provided comprehensive documentation to support leaders with their roles and responsibilities.* Facilitated participation of key staff members in the Leading Mathematics and Leading Literacy programs at the Bastow Institute.
* Minimum of 2 hours planning time was dedicated for each Unit to collaborate.
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| Wellbeing |

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| In order to meet the schools goals in the area of Wellbeing, the following actions were planned and implemented in 2017:1. Provide high quality Chaplaincy program
2. Close association with neighbouring Kardinia Church
3. Buddy Program from Prep-6
4. Whole school Peer Support Program
5. Boys Roc
6. Nirodah (School funded Psych service)
7. Close association with network specialists speech, psych etc.
8. School nursing program

A continual focus on the Rollins core values (REACH) has resulted in an understanding and clear sense of purpose across the entire school community. Rollins continues to support student diversity through regular, explicit intervention including ILP and SSG for PSD, Koori and out of home care students. |

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| For more detailed information regarding our school please visit our website at[enter web address here] |

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| **Performance Summary** |

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| The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.Members of the community can contact the school for an accessible version of these data tables if required. |

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| **School Profile** |

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| Enrolment ProfileA total of 293 students were enrolled at this school in 2017, 154 female and 139 male.9 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| School Staff SurveyMeasures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| School Comparison |

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| **Performance Summary** |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as ‘High’. Middle 50 percent, is ‘Medium’. Bottom 25 percent, is ‘Low’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| **Performance Summary** |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**School Comparison**A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.Average 2017 attendance rate by year level: |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| How to read the Annual Report |

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| The School Comparisonshows that most schools are achieving results that are **‘Similar’** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. |

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| More information on School Comparison performancemeasures can be found at:[http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)[Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) |

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| **What does ‘*Data not available’* mean?**Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.New schools have only the latest year of data and no comparative data from previous years.The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate. |

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| **What is the *Victorian Curriculum*?**The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.‘Levels A to D’ may be used for students with a disability or students who may have additional learning needs.‘Levels A to D’ are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for ‘Levels A to D’). |

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| **What does the *About Our School* section refer to?**The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.                                         The ‘School Context’ describes the school’s vision, values and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics and special programs.The ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them. |

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| **What does the *Performance Summary* section of this report refer to?**The Performance Summary reports on data in three key areas:**Achievement** - student achievements in:- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)- English and Mathematics for teacher judgements against the curriculum- all subjects for Victorian Certificate of Education (VCE)  examinations (secondary schools)**Engagement** - student attendance and engagement at school- how many students leaving school go on to further  studies or full-time work (secondary, P-12 and  specialist schools)**Wellbeing** - Attitudes to School Survey (ATOSS)- Sense of connectedness- Management of BullyingResults are displayed for the latest year, as well as the average of the last four years (where available). |

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| **What does *School Comparison* referto?**TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school. |

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| **Financial Performance and Position** |

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| --- |
| **Financial performance and position commentary** |

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| *[Please refer to the* [*2017 Annual Report Guidelines*](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolImprovementCycle/Guidelines%20for%20the%202016%20Annual%20Report%20to%20the%20School%20Community.docx) *for information on how to complete the ‘Financial Performance and Position Commentary’ section]* |

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| Financial Performance - Operating StatementSummary for the year ending 31 December, 2017 |

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| Financial Position as at 31 December, 2017 |

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| **Revenue** |

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| --- |
| **Actual** |

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| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $31,023 |
| Official Account | $47,500 |
| Other Accounts | $335,183 |
| **Total Funds Available** | **$413,705** |

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| Student Resource Package |

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| $2,459,375 |

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| --- | --- |
| Government Provided DET Grants | $500,379 |
| Government Grants Commonwealth | $11,250 |
| Government Grants State | $7,113 |
| Revenue Other | $46,227 |
| Locally Raised Funds | $95,269 |

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| **Total Operating Revenue** |

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| **$3,119,613** |

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| **Equity¹** |

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| Equity (Social Disadvantage) | $252,465 |

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| **Equity Total** |

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| **$252,465** |

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| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $87,544 |
| Asset/Equipment Replacement < 12 months | $32,000 |
| Capital - Buildings/Grounds incl SMS<12 months | $49,486 |
| Maintenance - Buildings/Grounds incl SMS<12 months | $6,500 |
| Revenue Receipted in Advance | $37,323 |
| School Based Programs | $47,100 |
| School/Network/Cluster Coordination | $13,176 |
| Other recurrent expenditure | $31,798 |
| Asset/Equipment Replacement > 12 months | $18,281 |
| Capital - Buildings/Grounds incl SMS>12 months | $39,357 |
| Maintenance -Buildings/Grounds incl SMS>12 months | $51,140 |
| **Total Financial Commitments** | **$413,705** |

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| Student Resource Package² |

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| $2,358,621 |

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| --- | --- |
| Books & Publications | $2,107 |
| Communication Costs | $4,746 |
| Consumables | $71,459 |
| Miscellaneous Expense³ | $126,231 |
| Professional Development | $25,375 |
| Property and Equipment Services | $240,119 |
| Salaries & Allowances⁴ | $91,954 |
| Trading & Fundraising | $17,968 |
| Travel & Subsistence | $3,620 |
| Utilities | $23,095 |
| Adjustments | $875 |

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| **Total Operating Expenditure** |

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| **$2,966,172** |

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| **Net Operating Surplus/-Deficit** |

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| **$153,441** |

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| **Asset Acquisitions** |

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| **$7,298** |

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| (1) The Equity funding reported above is a subset of overall revenue reported by the school(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.(4) Salaries and Allowances refers to school-level payroll. |

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| *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.* |

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