

# 2021 Annual Report to The School Community



School Name: Rollins Primary School (4867)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2021 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 09 March 2022 at 11:06 AM by Jennifer Hassett (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

To be attested by School Council President

## How to read the Annual Report

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### 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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### 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

#### **Achievement**

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

#### **Engagement**

Student attendance at school

#### **Wellbeing**

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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### School context

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 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, STEAM and LOTE (Indonesian).

At the time of August 2021 census we had students enrolled in 16 classes ranging in size from 16-25. The school had one Principal, one Assistant Principal, 16.04 Teacher and 9.14 ES.

A Strategic Plan was developed throughout 2017 with the following goals providing the school's focus for the period of 2018-2021:

Goal 1: Over the course of the Strategic Plan Rollins PS will provide a safe, engaging and inclusive learning environment for students' learning.

Goal 2: Every year of the Strategic Plan teachers will implement high impact and consistent assessment, planning and teaching strategies to improve student outcomes in reading and numeracy.

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### Framework for Improving Student Outcomes (FISO)

FISO initiatives 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. Review and further embed the Rollins Assessment Schedule and Reading Instructional Model
3. Allocate resources to enable teachers to effectively implement the Victorian Curriculum to ensure a guaranteed and viable curriculum
4. Literacy and Numeracy Learning Specialists conducted whole staff professional development, mentored individual staff members, and modelled exemplary professional practice.
5. Introduction of Tutor Learning Initiative to meet the needs of and track the learning growth of our most vulnerable students

Positive climate for learning:

1. Ensure Literacy and Numeracy Learning Specialists coordinated the implementation of consistent assessment, planning and teaching strategies across the school.
2. Increased focus on whole school values of REACH to improve attendance data and restorative practices with a strong emphasis on promoting positive behaviours
3. Increased opportunities for student voice and agency throughout the school.

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### Achievement

Students responded well to self-directed and project-based learning tasks during the remote learning period. In future, we plan to incorporate more project-based learning into our curriculum.

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.

Collaboration with DSSI Teaching Partners was an incredibly successful venture. Staff willingness to engage in changes to their planning practices, acceptance of feedback, openness to being observed and courage to further develop their instructional and assessment methods was clearly evident throughout the school. Evidence includes staff and DSSI TP verbal feedback to school leaders, observations at unit level meetings, strategic review TP presentation, embedment of LI SC and remodelled reading hour timetables.

Tutoring program was established and successfully operational in Grades 1 and 2. Results all year have shown fantastic growth.

Main campus: Confidence: 77% Connectedness 81% SV &A 63%

Batesford: Confidence 100%, Connectedness: 100%, SV&A 92%

Future Direction

- Peer Obs: Establish a sustainable and structured model for peer observations at Rollins PS to incorporate HITS and our IM.

- High Ability Program: Critically analyse school based data to identify those students requiring extension. Classroom teachers to be upskilled to confidently provide a differentiated program to support their students.

- Coaching program: Further embed Learning Specialists roles to observe, support and PD staff in the school. There will be a high emphasis on graduate and new staff to support their delivery of our IM.

- Numeracy Instructional Model to be collaboratively developed and embedded across the school.

Our SSP review recently has identified that these items are essential areas for our school development in the coming years.

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## Engagement

In order to meet the schools goals in the area of Engagement, the following actions were planned and further embedded in 2021:

- Build high quality teaching teams taking into account the skills and expertise of each staff member.
- Implement PIVOT surveys to get a greater understanding of the students' perceptions about teacher performance and their own learning style
- Greater direction for PLCs (Literacy and Numeracy) following participation in the PLC Initiative
- Provided comprehensive documentation to support leaders with their roles and responsibilities.
- Minimum of 2 hours planning time was dedicated for each Unit to collaborate and plan
- Professional Practice Day for each PLC as indicated in the AEU agreement (Semester 1)

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## Wellbeing

Behaviour Matrix was very well received by the Rollins community. There has been a greater emphasis on recognising and acknowledging positive behaviours throughout the entire school. Decrease in the number of negative Compass entries and a dramatic rise in the number of positive entries.

The Resilience Project was once again warmly received and will be maintained in 2022. Respectful Relationships was embedded within our TRP curriculums many aspects complimented themselves nicely.

Key data sets:

- AtoSS data to improve upon 2019 data in areas of...

Student Voice (63% positive, 19% neutral) 2021= 70% positive, 19% neutral

Teacher Concern (69% positive, 13 neutral) 2021= 74% positive, 11% neutral.

Future Direction

Behaviour that will be a target area in 2022 will be:

- consistency of data analyse and differentiated teaching methods
  - consistent implementation of Student Voice initiatives
  - consistent reinforcement of positive behaviours in the school (ie parent notifications via Dojo and Compass)
  - reintroduce CoP advocates and aligned focus areas (Manifold Heights, Herne Hill and Rollins)
  - Greater exposure of therapy dog to all classes
  - Leadership to increase the number of classroom visits, this will include regular and timetable observational walks
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### Finance performance and position

2021 Presented many challengers to the school with COVID again disrupting many planned student activities and planned building maintenance. Rollins finished the year with a \$460,750 surplus, this was due to unspent money in budget lines across the school. \$121,000.00 will be used to complete stage 2 and 3 of roof works on wing B during 2022. School swimming funding has been rolled over to enable the school to run a water safety program in 2022 with most year levels.

This year, to support student learning the school purchased iPad Stands, noise cancelling earphones, decodable books and a new bank of iPads. Rollins also continues to fund a Psychology service, IT specialist and employees Teacher Aide support for classrooms.

**For more detailed information regarding our school please visit our website at**

**<http://rollinsps.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.

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 307 students were enrolled at this school in 2021, 151 female and 156 male.

9 percent of students had English as an additional language and 6 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).

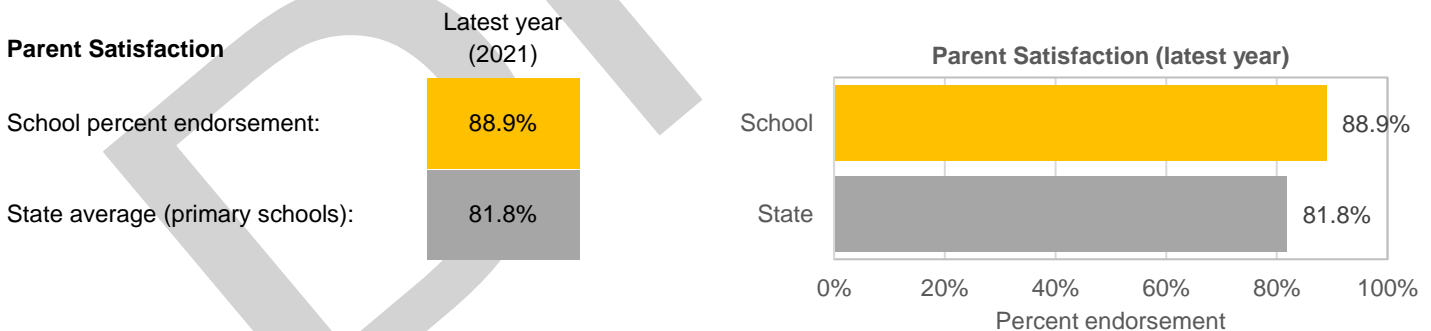
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

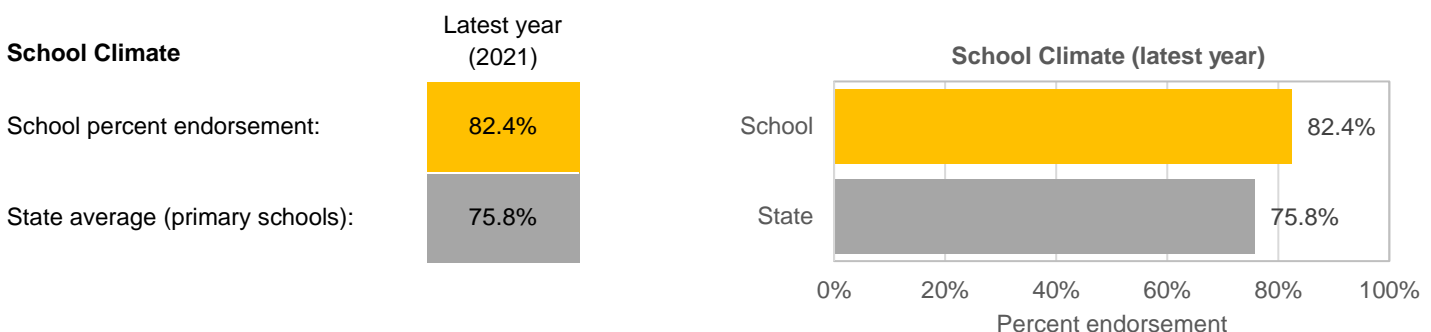


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2021)

School percent of students at or above age expected standards:

88.0%

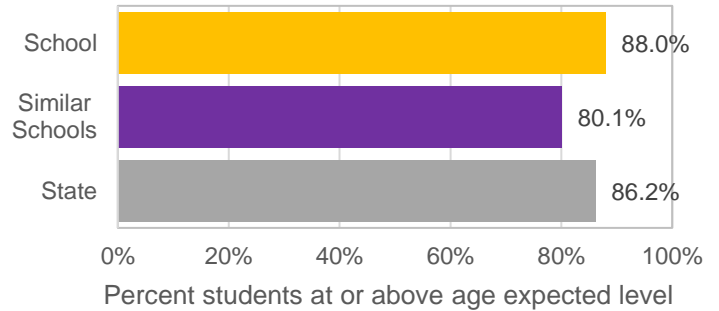
Similar Schools average:

80.1%

State average:

86.2%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

81.5%

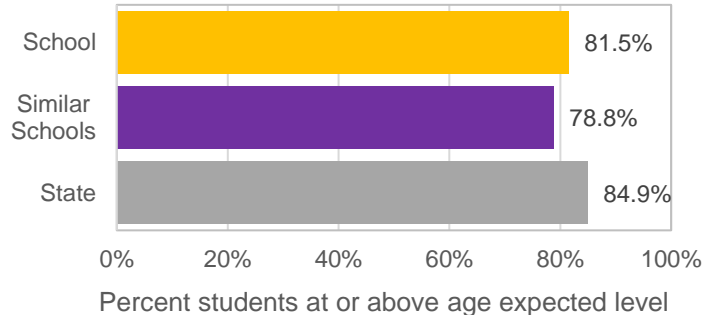
Similar Schools average:

78.8%

State average:

84.9%

#### Mathematics (latest year) Years Prep to 6





**ACHIEVEMENT (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.

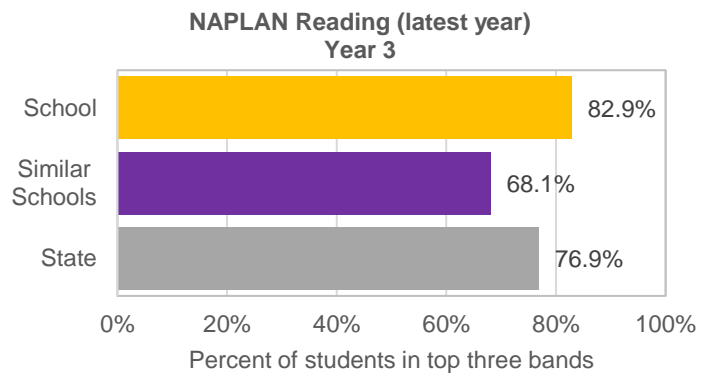
**NAPLAN**

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 2018, 2019 and 2021 data.

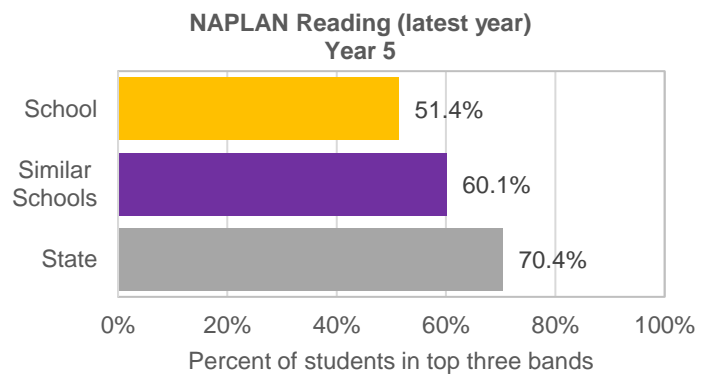
**Reading Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 82.9%              | 79.6%          |
| Similar Schools average:                       | 68.1%              | 68.0%          |
| State average:                                 | 76.9%              | 76.5%          |



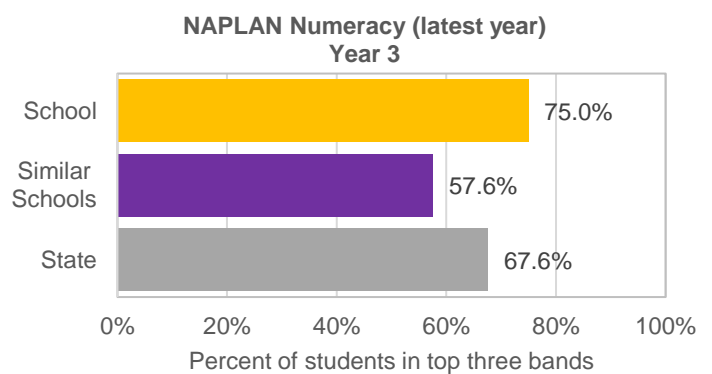
**Reading Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 51.4%              | 58.0%          |
| Similar Schools average:                       | 60.1%              | 59.7%          |
| State average:                                 | 70.4%              | 67.7%          |



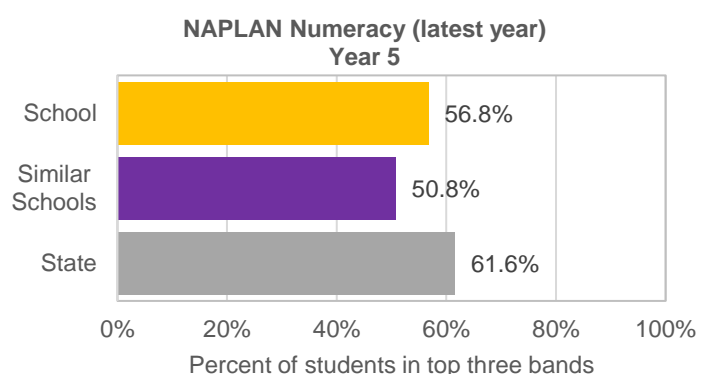
**Numeracy Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 75.0%              | 82.8%          |
| Similar Schools average:                       | 57.6%              | 59.6%          |
| State average:                                 | 67.6%              | 69.1%          |



**Numeracy Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 56.8%              | 55.6%          |
| Similar Schools average:                       | 50.8%              | 48.9%          |
| State average:                                 | 61.6%              | 60.0%          |



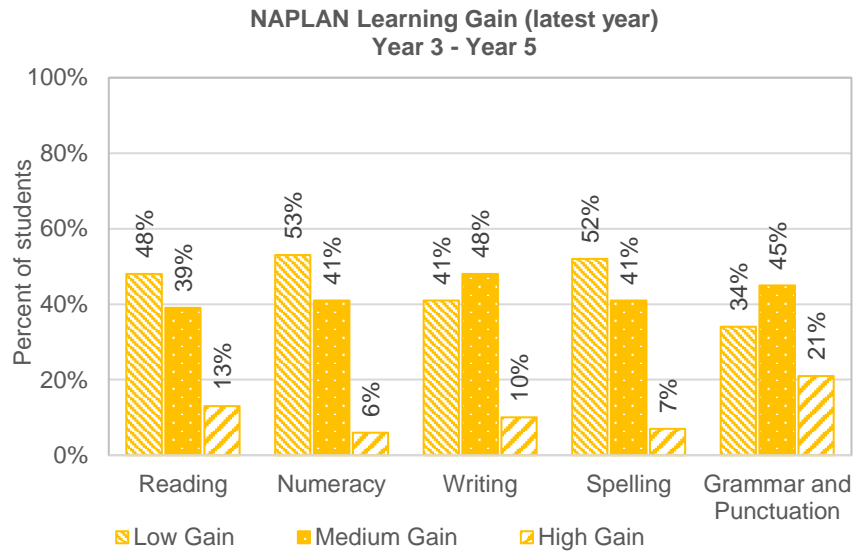
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

|                          | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading:                 | 48%      | 39%         | 13%       | 22%                         |
| Numeracy:                | 53%      | 41%         | 6%        | 21%                         |
| Writing:                 | 41%      | 48%         | 10%       | 20%                         |
| Spelling:                | 52%      | 41%         | 7%        | 20%                         |
| Grammar and Punctuation: | 34%      | 45%         | 21%       | 20%                         |



## ENGAGEMENT

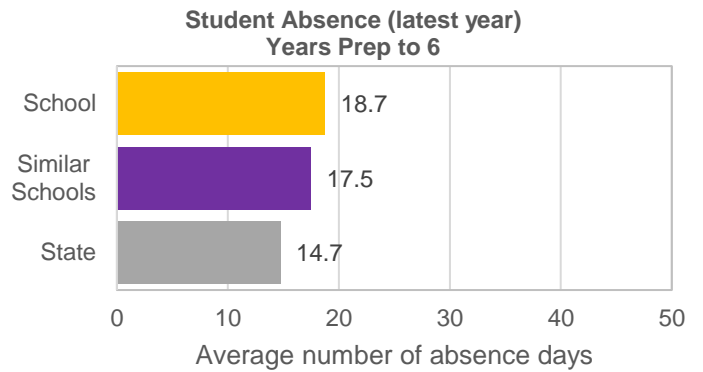
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 18.7               | 18.3           |
| Similar Schools average:               | 17.5               | 16.9           |
| State average:                         | 14.7               | 15.0           |



### Attendance Rate (latest year)

|                                       | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2021): | 92%  | 90%    | 91%    | 90%    | 92%    | 90%    | 89%    |

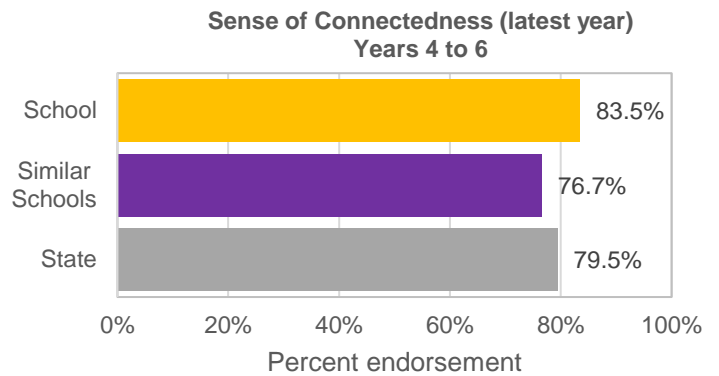
**WELLBEING**

**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 (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement:         | 83.5%              | 83.3%          |
| Similar Schools average:            | 76.7%              | 77.6%          |
| State average:                      | 79.5%              | 80.4%          |

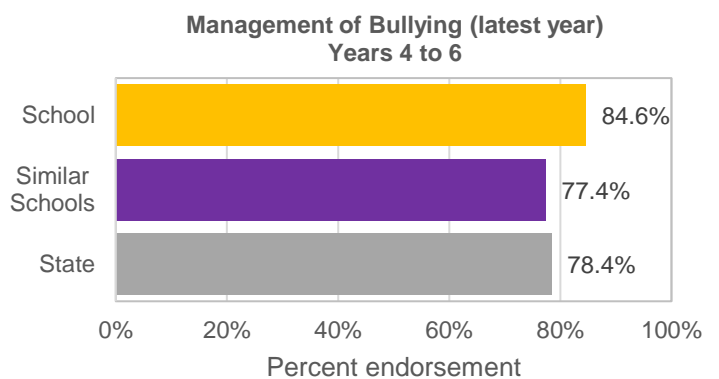


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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 (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement:         | 84.6%              | 83.6%          |
| Similar Schools average:            | 77.4%              | 78.0%          |
| State average:                      | 78.4%              | 79.7%          |



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$3,461,650        |
| Government Provided DET Grants | \$607,466          |
| Government Grants Commonwealth | \$24,256           |
| Government Grants State        | \$0                |
| Revenue Other                  | \$21,605           |
| Locally Raised Funds           | \$125,692          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$4,240,670</b> |

| Equity <sup>1</sup>                                 | Actual           |
|---|------------------|
| Equity (Social Disadvantage)                        | \$268,522        |
| Equity (Catch Up)                                   | \$0              |
| Transition Funding                                  | \$0              |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0              |
| <b>Equity Total</b>                                 | <b>\$268,522</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$3,116,205        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$79               |
| Camps/Excursions/Activities           | \$44,243           |
| Communication Costs                   | \$3,064            |
| Consumables                           | \$121,250          |
| Miscellaneous Expense <sup>3</sup>    | \$6,609            |
| Professional Development              | \$11,072           |
| Equipment/Maintenance/Hire            | \$57,284           |
| Property Services                     | \$94,347           |
| Salaries & Allowances <sup>4</sup>    | \$114,452          |
| Support Services                      | \$166,515          |
| Trading & Fundraising                 | \$15,450           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$29,349           |
| <b>Total Operating Expenditure</b>    | <b>\$3,779,920</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$460,750</b>   |
| <b>Asset Acquisitions</b>             | <b>\$20,792</b>    |

- (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 24 Feb 2022 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 2021**

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$345,099        |
| Official Account              | \$67,162         |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$412,261</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$105,871        |
| Other Recurrent Expenditure                 | \$22,646         |
| Provision Accounts                          | \$0              |
| Funds Received in Advance                   | \$40,008         |
| School Based Programs                       | \$85,296         |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$0              |
| Repayable to the Department                 | \$0              |
| Asset/Equipment Replacement < 12 months     | \$13,000         |
| Capital - Buildings/Grounds < 12 months     | \$101,000        |
| Maintenance - Buildings/Grounds < 12 months | \$35,000         |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$402,821</b> |

*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.*