

2022 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).
- 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 15 March 2023 at 12:12 PM by Jennifer Hassett (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 15 March 2023 at 12:37 PM by Erin McGill (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

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, Performing Arts, STEAM and LOTE (Koorie Studies). At the time of August 2022 census we had students enrolled in 16 classes ranging in size from 15-22. The school had one Principal, one Assistant Principal, 27 teaching staff (full/part time) and 11 ES (various time fractions). A Strategic Plan was developed throughout 2021 with the following goals providing the school's focus for the period of 2021-2025:

Goal 1: Over the course of the Strategic Plan Rollins PS will maximise the learning growth of every student.

Goal 2: Over the course of the Strategic Plan Rollins will improve the health and wellbeing of all students.

Goal 3: Over the course of the Strategic Plan Rollins will improve student engagement in learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2022, staff demonstrated a willingness to strengthen planning practices, acceptance of feedback, openness to being observed and courage to further develop their instructional and assessment methods. Evidence includes staff PDP reviews, ongoing and open feedback to school leaders, observations at unit level meetings, whole school embedment of LI/SC and Reading Instructional Model. The Tutoring Program was continued and successfully operational in Grades 1, 2, 3 and 4.

Key: **Targets from our Strategic Plan	Bench mark 2021 % *Some 2020	2022 (first yr of AIP)	
		Target	Actual
NAPLAN, school specific Numeracy, Literacy			
Reading Top 2 Bands Gr 5**	24%	26%	45%
Reading Bottom 2 bands Gr 5	19%		0%
Writing Top 2 bands Gr 5**	17%	18%	24%
Writing Bottom 2 bands Gr5	14%		17%
Numeracy Top 2 bands Gr 5**	22%	24%	23%

Peer Observations/Coaching : A sustainable and structural model for peer observations at Rollins Primary School incorporated Literacy and Numeracy Specialists working throughout the school to improve teacher skillset and focus on High Impact Teaching Strategies. There was and there will also be, a high emphasis on graduate and new staff to support their delivery of our Instructional Models.

High Ability Program: The school critically analysed school based data to identify those students requiring extension. Classroom teachers were upskilled (by Literacy and Numeracy LS) to confidently provide differentiated learning programs to support their students.

Literacy/Numeracy : The Writing Instructional Model will be collaboratively developed and embedded across the school. The Numeracy Model will be constructed in 2024 after extensive collaboration with staff and other schools.

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

Wellbeing

The Rollins PS Behaviour Matrix continues to be very well received by the Rollins community. There has been a greater emphasis on recognising and acknowledging positive behaviours throughout the entire school resulting in a decreasing 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 2023. Respectful Relationships and The Resilience Project curriculums have been mapped to ensure we meet student needs. In 2022 we began Berry Street Training (staff member from each Unit area to ensure a smooth flow on).

Key data sets: (showing % 2021, AIP Target % 2022, AIP actual % 2022)

ATTITUDE TO SCHOOL SURVEY			
Teacher Concern**	74%	74.5%	81%
Emotional awareness & regulation**	76%	76.5%	81%
Sense of inclusion**	92%	92.5%	95%
Student Voice & Agency**	70%	71%	83%
Sense of confidence**	80%	80%	92%
Motivation and interest**	77%	77.5%	90%

Wellbeing Targets 2022-23

- Consistent implementation of Student Voice initiatives (such as JSC).
- Continue with COP mentors (established with Herne Hill PS) to guide Student Voice initiatives.
- Consistent reinforcement of positive behaviours in the school (ie. parent notifications via Dojo and Compass).
- Continued employment of additional personnel to support the wellbeing of Rollins students (external psychologist, School Chaplain, EdConnect and Speech Therapist).
- Additional aides were allocated to classes in 2022 to support students in engagement, wellbeing and learning. This support will be maintained and hopefully increased in 2023
- Greater exposure of therapy dog to all classes.
- Leadership increased, and will continue to increase, the number of classroom visits- this will include regular and timetable observational walks.
- Continued upgrade of grounds facilities eg: bean bag reading areas, synthetic grass, seating areas, soccer goals, sports equipment.
- Expansion of the lunchtime activity programs

Engagement

In order to meet the schools goals in the area of Engagement, the following actions were planned and implemented in 2022 and will be further developed in 2023:

- Build high quality teaching teams taking into account the skills and expertise of each staff member.

- Consistency of data analysis and differentiated teaching methods.
 - Regular school based engagement surveys/ examination of data collected.
 - Interest based activity sessions for Grade 5/6.
 - Buddy Program- Preps/Grade 6.
 - Continued use of PIVOT and Attitude to School 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.
 - Provision of 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.
 - Student access to a variety of activities (bird watching, chess, book clubs, sporting games) held during lunchtimes (volunteered and organised by teachers).
 - Cultural initiatives developed and implemented (including Koori LOTE program). Regular contact with DET KESO (Nicholas Bosely) and Wathaurong.
 - Civics Engagement Programs for Grade 5 and 6 (weekly).
 - Rebranding school house system to reflect local Koori animals.
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Other highlights from the school year

Continued partnership with Kardinia Church
Grade 5/6 Camp to Melbourne
2022 School Concert
Launch Koorie Cultural Program
Unit Excursions to supplement theme learning
School Sports Victoria Funds/Grants Program
Junior School Athletics
Senior School Athletics

Financial performance

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.

Upon completion of the 2022 year the school had a bank balance of \$226,820. The school has committed part of these funds to the completion of stage 3 roof works on wings A & B at the main campus and the upgrade of the Batesford basketball Court.

During 2022 the school supported student learning with upgrade of classroom iPads in the Grade 2 area, Early Years home readers were purchased, and all classroom libraries were topped up with the latest novels.

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 307 students were enrolled at this school in 2022, 145 female and 162 male.

6 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).

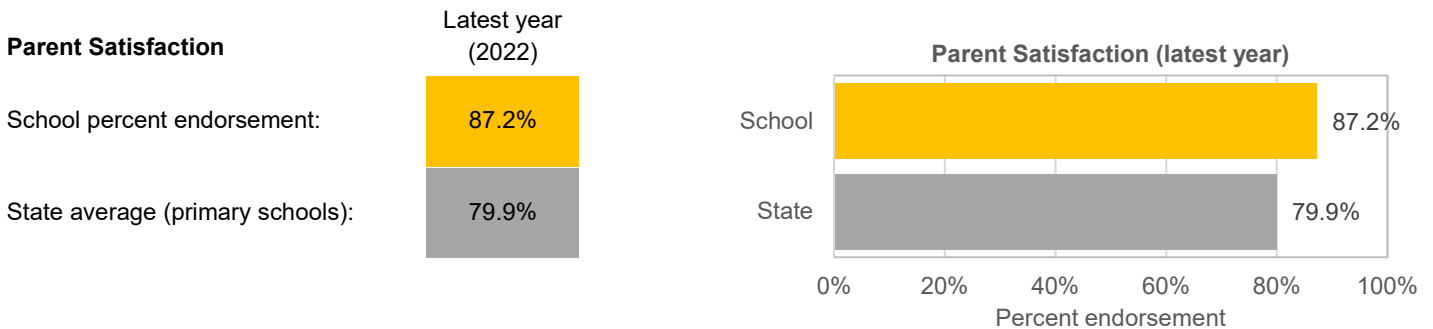
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

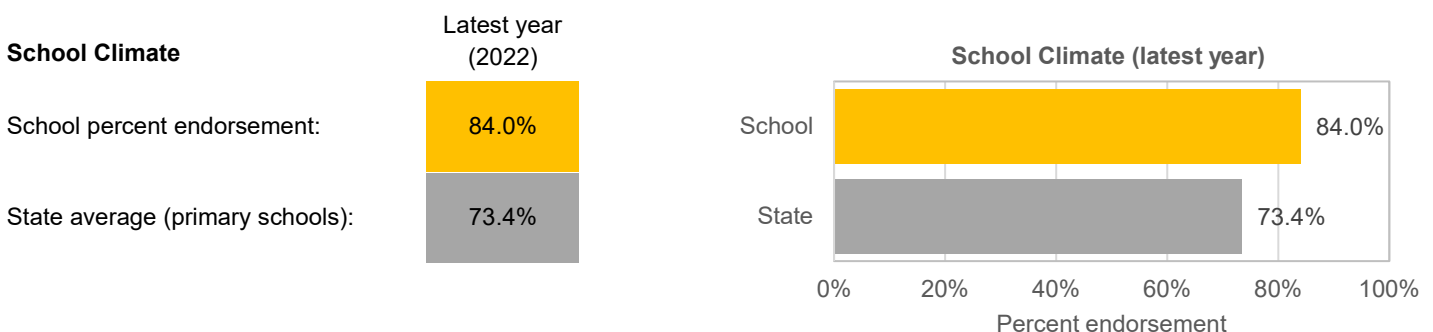


School Staff Survey

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:

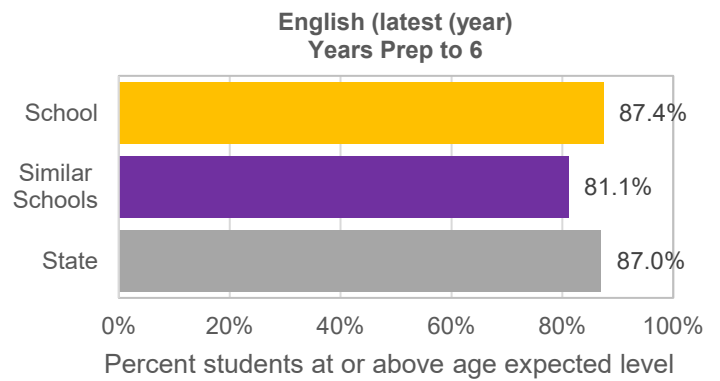
87.4%

Similar Schools average:

81.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

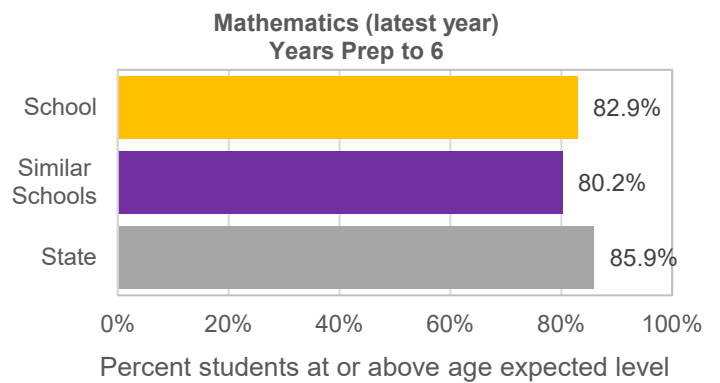
82.9%

Similar Schools average:

80.2%

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.

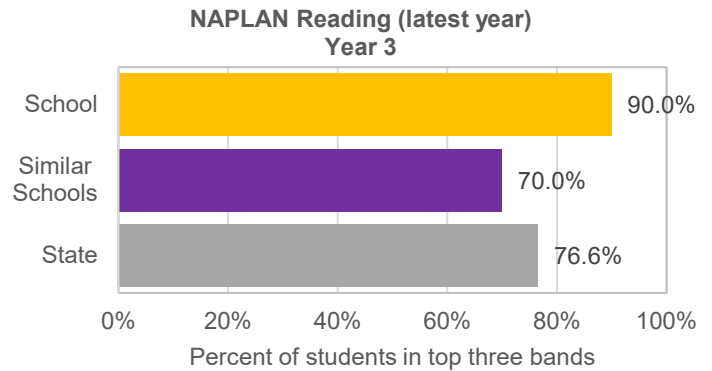
NAPLAN

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.

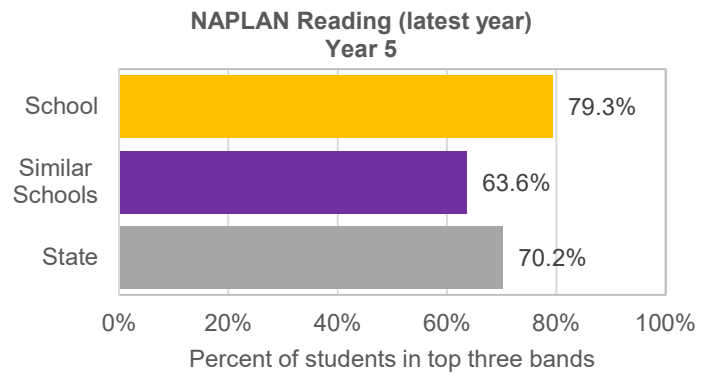
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.0%	83.3%
Similar Schools average:	70.0%	68.9%
State average:	76.6%	76.6%



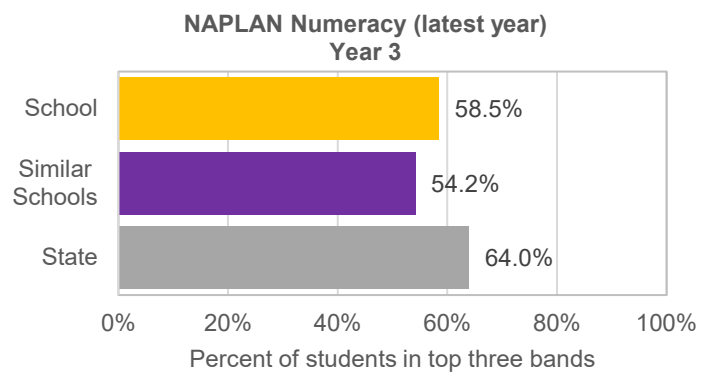
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.3%	63.6%
Similar Schools average:	63.6%	61.2%
State average:	70.2%	69.5%



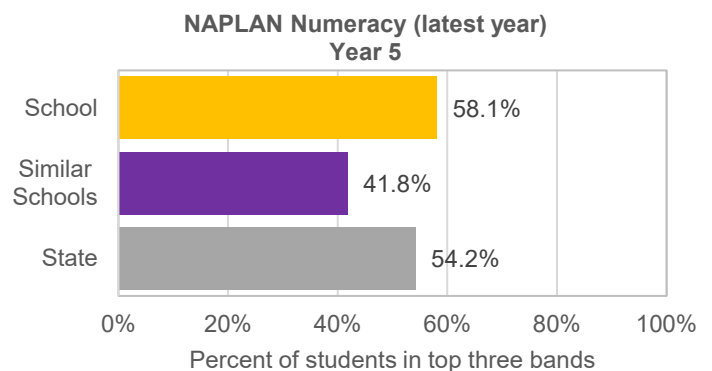
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.5%	71.8%
Similar Schools average:	54.2%	56.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.1%	56.4%
Similar Schools average:	41.8%	46.3%
State average:	54.2%	58.8%



WELLBEING

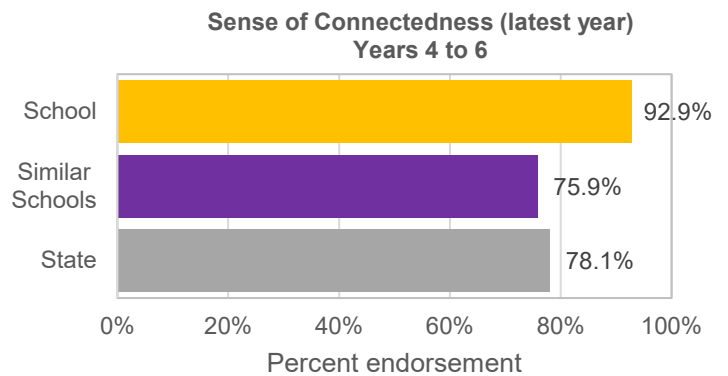
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	92.9%	85.8%
Similar Schools average:	75.9%	77.1%
State average:	78.1%	79.5%

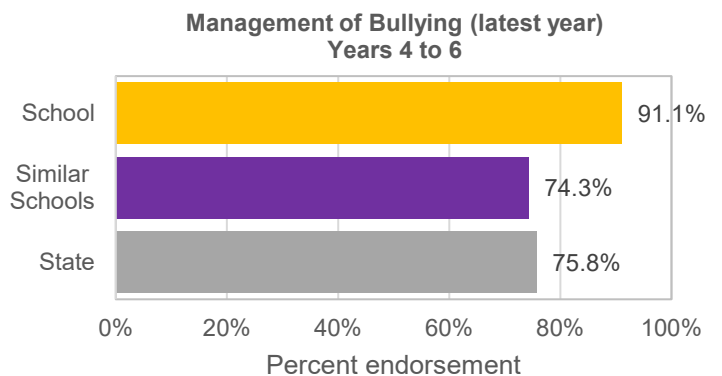


Student Attitudes to School – Management of Bullying

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:	91.1%	85.3%
Similar Schools average:	74.3%	77.2%
State average:	75.8%	78.3%



ENGAGEMENT

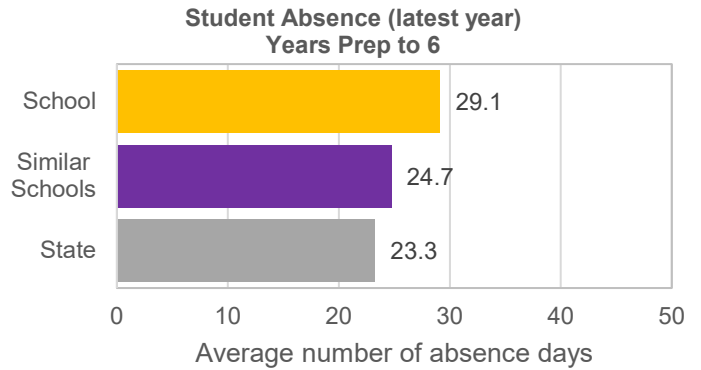
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	29.1	21.2
Similar Schools average:	24.7	18.9
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):	88%	86%	84%	87%	84%	86%	81%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,701,771
Government Provided DET Grants	\$540,233
Government Grants Commonwealth	\$15,363
Government Grants State	\$8,000
Revenue Other	\$13,624
Locally Raised Funds	\$157,424
Capital Grants	\$30,989
Total Operating Revenue	\$4,467,404

Equity ¹	Actual
Equity (Social Disadvantage)	\$295,758
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$295,758

Expenditure	Actual
Student Resource Package ²	\$3,360,601
Adjustments	\$0
Books & Publications	\$8,140
Camps/Excursions/Activities	\$53,756
Communication Costs	\$2,963
Consumables	\$120,815
Miscellaneous Expense ³	\$17,692
Professional Development	\$18,849
Equipment/Maintenance/Hire	\$43,454
Property Services	\$134,328
Salaries & Allowances ⁴	\$145,638
Support Services	\$199,073
Trading & Fundraising	\$29,972
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,047
Total Operating Expenditure	\$4,165,328
Net Operating Surplus/-Deficit	\$271,087
Asset Acquisitions	\$66,446

- (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	\$235,463
Official Account	\$46,887
Other Accounts	\$0
Total Funds Available	\$282,350

Financial Commitments	Actual
Operating Reserve	\$121,964
Other Recurrent Expenditure	\$16,087
Provision Accounts	\$0
Funds Received in Advance	\$32,808
School Based Programs	\$45,570
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$383
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$44,436
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$281,249

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.