2018 Annual Report to The School Community

School Name: Red Hill Consolidated School (6249)

- 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 2018 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 29 March 2019 at 01:53 PM by Leanne Marshall (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 2018 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.

Attested on 03 May 2019 at 10:30 AM by Naomi Douglas (School Council President)

About Our School

School context

Red Hill Consolidated School implements a contemporary approach to teaching and learning offering students a learning environment that aligns with best practice from around the world. We value creativity and have made a commitment to ensuring all our students develop the necessary skills to be active participants in a global community.

Specialist subjects including Science, Music, Visual Arts, Physical Education and Japanese provide extensive diversity to the curriculum. Our specialist programs also offer engaging extra-curricular opportunities including: a school choir, school bands, private music tuition, a year 6 arts festival, community art projects, school sports including cross country, swimming and athletics, Japanese days, harmony days, a senior school science fair, pottery skills and junior school performances.

Red Hill Consolidated School supports the Victorian Curriculum. Where possible, single year levels operate across the school, from foundation through to grade 6. The staffing profile is varied in terms of both gender and teaching experience with 3 principal class members, 32.2 Teacher Class and 12.0 Education Support Staff.

Framework for Improving Student Outcomes (FISO) "Building Practice Excellence" is Red Hill Consolidated School's Key Improvement Initiative. Our goal is to further embed and continue to build consistency in our whole school approach to teaching and learning, with a specific focus on Independent Reading, formative assessment to inform planning and the implementation of a school wide coaching model in 2018.

The Contemporary Learning Experience (CLE) is the framework that underpins the teaching and learning RHCS students engage in on a daily basis. The CLE is characterised by learning that is Contextually Relevant, Student Centred, Question Driven, Skills Based and Technology Enriched. Each year, students at Red Hill Consolidated School investigate four Learning Explorations; World Views, Human Endeavour, Discovery, Exploration & Innovation, Understanding Ourselves and Sustainability Matters. These units of inquiry challenge student's thinking and provide an engaging vehicle through which students can learn a series of skills that can be applied to their future learning. As students move through from year Prep to Year 6, each Learning Exploration is researched from a different perspective and with differing levels of complexity. Throughout 2018, all staff continued to engage in professional learning that directly enhances the learning experiences of our students. Building collective teacher efficacy across the school has ben a primary focus, promoting teacher confidence and effective collaboration The school also draws on skilled paraprofessionals from the local community, to support teaching and learning, encouraging parent and carer participation in school activities.

There is strong community involvement at Red Hill Consolidated School, with large annual community events like Art Red Hill attracting locally raised funds and high levels of community participation and attendance. The School has an active School Council with full membership from the parent community.

Red Hill Consolidated School, prides itself on the extensive relationships shared with the broader community, including strong associations in 2018 with the Red Hill Opportunity Shop, Red Hill Football and Basketball Club, Camp Australia, Student and Family Support Services, Transport Victoria, School Bus Network, the CFA, Instrumental Music Providers, Red Hill Garden Society, the Local Lions Clubs, Southern Peninsula Science Expo, Bendigo Bank, Artists in Schools Program, Japanese Homestay Program, Frankston Susono Friendship Association Speech Competition, Japanese Language Network and the Science Network. The school also hosts the following community groups for after school activities on a weekly basis; EMJ Dance company - Hip Hop dance for children, Martial Arts and Red Hill Basketball Club.

Red Hill Consolidated is an excellent environment for young people to strive for and hold to the best!

Framework for Improving Student Outcomes (FISO)

In 2018, the School Improvement Team continued to strategically plan for increased learning growth in all areas of the curriculum, with a particular focus on building student capacity in skills relating to key growth indicators. Our aim was to continue to improve students' cognitive engagement and active involvement in learning and to further embed a growth mindset within all learning environments. The FISO improvement initiatives sat primarily under building practice excellence and curriculum planning and assessment. The school identified both

Numeracy and Literacy as continued priorities for 2018.

In Numeracy we aimed to increase student agency and capabilities in recording their growth in numeration and operations.
Actions:
-Continue to mentor students to track, record and reflect upon their individual learning progress on their student tracking sheets. (Numeration and Operations)
-Build teacher capacity to effectively use student tracking sheets across both mathematical learning link strands.
-Staff analysis of pre-assessment data to plan differentiated learning.
-Students given opportunities to record and share their growth ie: conferencing with teacher, sharing with parents at three-way interviews and student led conferences.

In Reading we aimed to develop and embed formative assessment practices to assist teachers in developing accurate student reading profiles for their learners, from Foundation to Year 6.
Actions
-Teachers and students to engage in effective reading conferences to enhance student performance in reading
- Implementation of a whole school peer observation/coaching model to build teacher practice in reading
- Collaborative planning meetings to build teacher capacity in evaluating evidence of learning and student data, to inform teaching practice.
- Full curriculum day to explore the purpose of reading conferences.Follow-up professional learning modules for the how and what.
 -Students participating in at least one reading conference per term and coached to identify their next steps in learning.

Progress and Highlights
-All staff participated in the school wide coaching model including ES teams. This model will be further refined in 2019 based on staff feedback for a more rigorous feedforward process post peer observation..
- In many classrooms students are independently using the Learning Links tracking sheets to reflect on their achievements and to set goals for future learning. Students use green slips to demonstrate their understanding of a specific maths concept.
- Collaborative planning sessions include data analysis on a needs basis. Planning Days for all teams includes a 20-minute data-analysis session. Teacher participation and collaborative discussions are linked to student data, forward planning, outcomes and reflective practices. School wide   use of the Student Learning Journal framework was implemented and the Student Learning Journals were introduced at the Three-Way Conferences.
- The school has continued to effectively consolidate, refine and implement the key components of the CLE, our whole school teaching and learning framework.
- School wide learner assets ,Thinker, collaborator, Inquirer and Self- Manager visible and integrated into the teaching and learning sequence from Foundation to Year 6.

Achievement

Teacher assessments of the Victorian Curriculum in the areas of English and Mathematics show that across Year Prep-6, our school performs within the range of the middle 60% of Victorian Government Schools. Our performance in English and Mathematics was higher than the state medium of all Victorian Government Schools. Our performance when compared to similar schools across the State was rated similar in English and lower in Mathematics.

In Year 3 NAPLAN, our performance in Reading (students in the top three bands) was above the State median. When compared to similar schools across the State, we performed similar to those schools. In Year 3 NAPLAN, our performance in Numeracy (students in the top three bands) was above the State median and lower than similar schools.
In Year 5 NAPLAN, our performance in Reading and Numeracy (students in the top three bands) was well above the State median. When compared to similar schools across the State, we performed similar to those schools in

both Reading and Numeracy.

In NAPLAN Reading 73% of year 3 students are placed in the top two bands, which is above our similar school category. There are six bands in total. 65% of Year 5 students are in the top two bands, in Reading, which is also above like schools. In Year 5 Reading our data reflects a continuous trajectory of improvement from 2014 to 2018. In year 5 Writing our school performance also reflects a continuous trajectory of increasing the numbers of student performing in the top 2 bands from 2014 to 2018.

In Year 3 NAPLAN Numeracy, 43% of our students are placed in the top two bands. In Year 5 NAPLAN Numeracy, 40% of our students are operating in the top two bands indicating an incremental improvement when compared to the results.

The school will continue to focus on increasing the number of students in the top two NAPLAN Bands in years 3 and 5.
The school will continue to focus on the Learning Gain of our students from Year 3 – Year 5, in all 5 key areas. In 2018 Numeracy, Spelling, Grammar and Punctuation showed an increase in medium to high growth particularly in the area of spelling.

Reading   84.5% medium to high growth
Numeracy   79.5% medium to high growth
Writing   83.5% medium to high growth
Spelling   70.5% medium to high growth
Grammar/Punctuation   78% medium to high growth

Student outcomes will be improved through a whole school approach to teaching and learning with the following pedagogical features embedded into all learning environments.
•   Scheduled collaborative planning meeting to facilitate professional dialogue and sharing of pedagogical practices.
•   Enhanced feedback to staff through implementation of a collaborative coaching model.
•   Visibility of learning intentions that are directly linked to CLE planning documentation within classrooms.
•   Teacher facilitated student monitoring and tracking of learning development and progress.
•   Student-learning growth monitored through a strengthened collation of targeted student assessment data.
•   Use of Contemporary Learning Experience planning documentation to identify the teaching intention (what) and evidence of student learning (how will we know they have achieved?
•   Continued use of Learner Assets in years Prep to Year 6. (Collaborator, Thinker, Inquirer and Self-Manager)

Engagement

Our school averages 19.5 student absence days per annum. This data continues to be a school wide concern, with the number of student absence days higher than what we deem acceptable. When compared to our like school category, we have a higher absence rate. The impact of family holidays taken during term dates certainly influences this data. In 2018, our data indicates an increase in the number of absence days taken per student across all years levels, with the exception of the 2018, Foundation and Year 3 cohort. This is despite the school maintaining a strong focus on regular attendance, punctuality and communicating the direct links between student learning, achievement and regular school attendance.
Although our student attitudes to school data reflects high levels of engagement from students at RHCS, we believe the biggest contributing factor to the school's student absence data are the extended holidays taken by families outside the school holiday schedule, which is often beyond the students' control. Whist in some instances these experiences can be educationally beneficial, it continues to reflect negatively in the school absence data. Students taking extended family holidays are supported with a student absence-learning plan.
We continue to educate our community on the importance of students being present at school. Individual attendance figures are highlighted to parents on each Semester's Report. A child's absence from school is

communicated visa SMS at 10 am each morning. Parents and carers of students with high absence rates are contacted via phone initially, with follow up calls when necessary. Individual plans are also established with parents to support them in increasing their child's attendance rate. Teachers encourage students to come to school daily and acknowledge students with satisfactory attendance rates.

Wellbeing

All RHCS staff take collective responsibility for ensuring our students are engaged and connected at school. This support is strongly reflected in our student perception survey (Attitudes to School) with an overall high rate of endorsement from students in Years 4 to year 6 students as evidenced in the ATTS survey in 2018:

High Expectations for Success	93% Positive Responses
Having an advocate at school	87% Positive Responses
Sense of Inclusion	89% Positive Responses
Differentiated Learning	81% Positive Responses
Attitude to Attendance	88% Positive Responses
Managing Bullying	87% Positive Responses
School Safety	87% Positive Responses
Resilience	90% Positive Responses

The RHCS data strongly indicates that our students are both connected and feeling safe at school. In the 2018 Attitudes to School Survey, measuring student connectedness to school, the percentage of endorsement in school connectedness was similar to like schools and the 2 year average data was also similar to our like schools.The 2018 student's perception of school safety, 86.8% endorsement, indicates we are above the state and similar to like schools .Our 2 year averaged data places us above state in the similar category to our like schools. At RHCS we hold a belief that students are better prepared for learning when they are feeling healthy, safe and supported..

In 2018 the key features of the wellbeing at RHCS included:
•	A continued emphasis on building student agency.
•	Social competencies taught through the lens of our school values; Respect, Resilience, Responsibility and Empathy.
•	Specifically developed curriculum using a range of effective strategies from a variety of programs.
•	Continued use of the school wide Learner Assets: Collaborator, Thinker, Self- Manager and Inquirer to build student's cognitive involvement in their learning..
•	Ensuring wellbeing has strong links to our Learning Explorations.
•	The teaching of mindfulness at every year level for a measured period each week.
•	A Wellbeing and Culture CLE team.
•	Developing student understandings and practices towards contributing to a positive school environment using negotiated Classroom Learning Agreements, as a guide.
•	Introduction of Lunchtime Programs. (teacher and student led)
•	Formalised SRC meetings.
•	Student Leadership Forums
•	Implementation of the wellbeing scope and sequence.

Financial performance and position

The report reflects a profit of $133,594 for 2018. This is once again, attributed to the Booklist and Voluntary Contributions being paid by many families prior to the end of the 2018 school year, which is the same process we used as in 2017.   Voluntary swimming contributions were not payable until 2019.

There was substantial absenteeism due to illness, Salaries and Allowances were high. Unfortunately, the cold winters at Red Hill do seem to have a significant effect as many of the absences were over the winter period. Fundraising events such as Art Red Hill were successful in 2018, inflating our revenue and expenditure figures. The hard work of the of the very Art Red Hill committed fundraising team allowed Red Hill students to benefit from the purchase of some flexible furniture items for their learning spaces and minor improvements in other areas of the grounds.

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 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.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 591 students were enrolled at this school in 2018, 267 female and 324 male.

0 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high
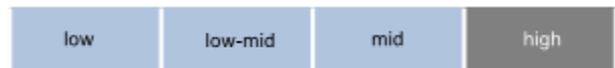
Parent Satisfaction Summary

Measures 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).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures 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.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▮
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ─────────── 100 Results: Mathematics 0 ─────────── 100	🟢 Similar ⚪ Lower

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The 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.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Lower Similar
NAPLAN Year 5 The 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.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning 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'.	**Reading** 15 % Low / 54 % Medium / 31 % High **Numeracy** 29 % Low / 63 % Medium / 9 % High **Writing** 16 % Low / 42 % Medium / 41 % High **Spelling** 30 % Low / 49 % Medium / 21 % High **Grammar and Punctuation** 22 % Low / 53 % Medium / 25 % High	NAPLAN Learning Gain does not require a School Comparison.

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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average 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 2018 attendance rate by year level:	Results: 2018 0 ◆ ● 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ◆ ● 50 Few absences <------> Many absences	Lower Lower

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	90 %	90 %	91 %	89 %	90 %	90 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures 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).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	Similar Similar
Students Attitudes to School - Management of Bullying Measures 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).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	Similar Similar
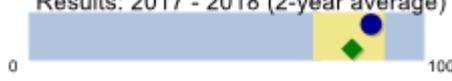
Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	$4,369,198
Government Provided DET Grants	$511,074
Government Grants Commonwealth	$10,806
Revenue Other	$27,190
Locally Raised Funds	$713,397
Total Operating Revenue	**$5,631,666**

Equity[1]	
Equity (Social Disadvantage)	$20,086
Equity Total	**$20,086**

Expenditure	
Student Resource Package[2]	$4,217,573
Communication Costs	$9,825
Consumables	$194,252
Miscellaneous Expense[3]	$218,371
Professional Development	$34,939
Property and Equipment Services	$294,790
Salaries & Allowances[4]	$198,393
Trading & Fundraising	$263,475
Travel & Subsistence	$58
Utilities	$66,397

Total Operating Expenditure	**$5,498,072**
Net Operating Surplus/-Deficit	**$133,594**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	$89,701
Official Account	$24,786
Other Accounts	$154,425
Total Funds Available	**$268,912**

Financial Commitments	
Operating Reserve	$85,000
Other Recurrent Expenditure	$400
Funds Received in Advance	$150,339
Funds for Committees/Shared Arrangements	$28,173
Capital - Buildings/Grounds < 12 months	$5,000
Total Financial Commitments	**$268,912**

(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 15 March 2019 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.

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.

How to read the Annual Report

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.

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 Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
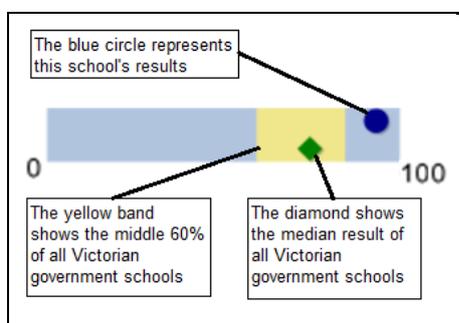

What does *School Comparison* refer to?

The School 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.

The School Comparison shows 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.
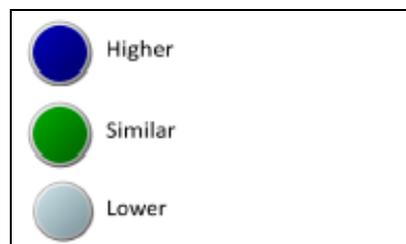
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* 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.

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').