

# 2022 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](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 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 01:16 PM by Angus Wettenhall (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 16 March 2023 at 09:10 AM by Glen Sullivan (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 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.

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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

#### 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)

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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

Red Hill Consolidated School (RHCS) is a dynamic and vibrant government school, nestled amongst the bushland of Red Hill in the heart of the Mornington Peninsula. Given the school's location and surrounding vegetation, RHCS is on the Bushfire At Risk Register. Red Hill Consolidated School's enrolment on Census Day in 2022 was 565 students, with full time equivalent of 35.8 teaching staff. 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 2 principal class members, 3 Learning Specialists and a Leading Teacher coordinating Student Well-being and Safety.

Red Hill Consolidated School implements a contemporary approach to teaching and learning, offering students a learning environment that aligns with the Victorian Curriculum and best practice from around the world. This approach is reflected in our school's vision: "Through the Contemporary Learning Experience framework we will provide a rich learning environment that is student centred, technology enriched, question driven, skills based and contextually relevant. We will promote creativity and provide every opportunity for students to develop the essential skills to be active participants in a global community."

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 students' 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.

In 2020, RHCS introduced a fifth Learner Asset, Reflector, to join Collaborator, Thinker, Inquirer and Self Manager. These 21st century skills are investigated and taught at each year level to ensure our students are well prepared for the future ahead. Red Hill Consolidated School has developed and maintains a strong focus on well-being with consistent approaches across the school.

RHCS celebrates four school values: Responsibility, Respect, Resilience and Empathy. These are visible in all classrooms and in the playground and take a focus in our lessons, assemblies and newsletter. Restorative practices are used widely to resolve issues and develop conflict resolution strategies. The Zones of Regulation and mindfulness are tools that are used to support students with their emotional literacy, self-regulation and awareness of others. RHCS is also committed to the Resilience, Rights, and Respectful Relationships curriculum and prides itself on being an inclusive school. 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 Circus Program, community art projects, school sports including cross country, swimming and athletics, Japanese days, harmony days, pottery skills and junior school performances.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, Red Hill Consolidated School's Annual Implementation Plan (AIP) focused on the implementation of the Department of Education's Learning Priority Goal, which aimed to support all learners no matter their experience during Remote and Flexible Learning. The focus of the Priority Goal was to support all students at their point of need, with an increased focus on numeracy and wellbeing. This adjusted goal was implemented to prioritise and address the impacts caused by COVID19, the extended periods of lockdown and the disruption to learning.

In 2022, all staff continued to plan and implement short teaching cycles called Teaching Sprints, to identify a teaching focus and the individual needs of each student, as well as identify professional learning to improve teacher capacity, through collecting and analysing student data. The refinement in this approach in 2022 strengthened our ability to address the needs of all students, as well as closely monitor their progress and our impact on learning. We also continued our work on maintaining strong results in numeracy throughout 2022,

which was also a focus of our Teaching Sprints. The main body of work in this area was to develop and use rich mathematics tasks with enabling and extending prompts. After looking at whole school student achievement results and teacher judgement data, we decided to narrow the focus of this work to Measurement & Geometry and Statistics & Probability. Rich maths tasks are designed to engage learners using context and real life mathematics, while covering multiple concepts and the mathematics proficiencies. All students are supported and tasks are differentiated through support or modification or by adding challenge. As a school, we developed a resource of these tasks which are being widely used in numeracy.

Following a Teaching Sprint inquiry, the Tutor Learning Initiative team identified and worked with students across the school and at all levels of ability who did not make expected growth during the extended periods of remote and flexible learning and supported them to catch up on missed concepts and learning. This was a highly successful program at Red Hill Consolidated School involving many students, who showed significant growth. The success of both of these improvement strategies is evidenced in our Teacher Judgement of student achievement, where our students out performed those at similar schools and the state average for English and Mathematics. This is also reinforced in our 2022 NAPLAN results. A higher percentage of students at Red Hill Consolidated School achieved results in the top three bands in Reading and Mathematics in Grade 5 than similar school and state averages.

## Wellbeing

2022 began with positivity, optimism and promise that the year ahead would be return to 'normal' with no further lockdowns and an easing of restrictions. However, the impact of the disruption caused by the previous two years became very clear in early Term 1, with many students demonstrating a lowered levels of school stamina and social skills. This was especially apparent in our younger students, who missed out on developing interpersonal skills due to extended periods of learning from home. This was amplified by the isolation requirements and long term absences due to illness. As a result, we saw an increase in playground incidents and friendship issues. This prompted staff at Red Hill Consolidated School to place greater on supporting student wellbeing, which included re-establishing and enforcing expectations, a focus on re-teaching emotional literacy and regulation as well as social competencies and the Rights, Resilience and Respectful Relationships curriculum and revising whole school engagement strategies and processes. In addition to these Tier 1 supports, many students required support in the way of adjustments and accommodations, small group activities and workshops and through the support of external providers. As expected, over time, students responded to these interventions and strategies and we saw a significant improvement in behaviour and stamina.

Despite these difficult circumstances, staff reported strong endorsement to our School's Climate in the Staff Opinion Survey, and although down on previous years our students' positive endorsement of Managing Bullying was above Similar School and State Averages. Wellbeing will continue to be a school priority going in to 2023, with the introduction of the Resilience Project.

## Engagement

Attendance was a difficult issue to address during 2022 given the COVID19 isolation requirements and messaging to stay home if unwell. Large numbers of students and staff were required to isolate due to these requirements. In addition, our students experienced higher than expected absence due to other illnesses in 2022. This was possibly due to lower levels of immunity after two years of social distancing, lock downs and other COVID19 Safe Measures. With the relaxing of restrictions in 2022, many of our families took this opportunity to travel, with some students absent on extended family holidays for multiple terms. These factors contributed to our highest rate of absence. On average, each student was absent for 25.9 days in 2023. Looking at this absence type more closely, RHCS students were absent due to a family holiday for 3716 days, which is a large proportion of our total absences.

On a more positive note, our student responses in the Attitudes to School Survey indicate that our students feel engaged and have positive attitudes to attendance. 87% of our students in Grade 4 to 6 responded positively to Differentiated Learning and Challenge and 83% responded positively to Stimulated Learning. Despite our school's rates of attendance, 87% of our students expressed positive attitudes towards attendance in this survey. All of these responses are above Similar School, State and Network averages.

## Other highlights from the school year

One of the most noteworthy events of 2022 was finally moving in to our beautiful new learning spaces. This project was stalled and overcame many hurdles presented by COVID19 restrictions throughout 2020 and 2021, which made seeing our students and staff use these rooms even more of a highlight. These new classrooms provide more flexibility for our learners, with the ability to open and close spaces as well as utilise withdrawal and shared spaces. In addition to the new classrooms, the project included new bathrooms, storage spaces and outdoor learning space, including a large deck overlooking our swimming pool, farmlands and even the ocean at Flinders.

2022 brought the relaxing of COVID19 restrictions and with it the hope of returning to normality in primary schools. It was such a highlight to see our students once again attend camps, excursions and sporting events. Our Grade 6 Circus Production returned in 2022, where our Grade 6 students took part in a 10 week circus arts program, culminating in two amazing performances for our students and parents. As well as our students developing new circus skills and entertaining our school community, this program strengthened each students' confidence and resilience and built upon their skills of collaboration and cooperation.

Another significant milestone in 2022 was the successful submission of our school's joint Reconciliation Action Plan with the Red Hill Pre-School and Monterosso Early Learning. This was celebrated at a very important community event which included a smoking ceremony and Acknowledgement of Country by the Bunurong Land Council. In addition to celebrating the submission of our RAP and the acknowledgement of the hard work of our working party, this event promoted our school's commitment to embedding Aboriginal and Torres Strait Islanders perspectives into our curriculum and create a culturally safe and welcoming school environment. Our school's Reconciliation Action Plan has since been nominated for the Narragunnawali Award.

In 2022, Red Hill Consolidated conducted two successful fund raising events that were not possible in 2020 and 2021 due to COVID19 restrictions; the first being a community night to celebrate the launch of Art Red Hill. This was a great opportunity to re-connect with our community and celebrate art and local food and produce. This event was followed by an online art show, which raised substantial funds for our school. The Colour Run returned to Red Hill Consolidated School in 2022 after a successful inaugural Colour Run in 2019. This was such a fun filled day that involved all of our students, staff and many of our community members. This fundraiser generated the funds required to install solar panels on our new building.

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## Financial performance

Red Hill Consolidated School throughout 2022 has continued to maintain a sound financial position. The School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide direction and clarity for school council allocation of funds to support school programs and priorities. Budgets were adjusted to accommodate return to a full school year on site after the previous remote learning periods due to COVID-19. Red Hill Consolidated School ended with a surplus in 2022. COVID-19 and isolation requirements still heavily impacted our budget due to increased staff absences which greatly increased CRT costs. Fortunately with close monitoring and strategic timetabling this added unexpected expense was able to be absorbed. Being able to welcome the community back to the school was a pleasing addition to 2022 and this enabled several very successful community events and fundraisers to be held. Red Hill Consolidated School received \$25,288 of equity funding, which was used to subsidise an education support classroom assistant to support our students and teachers. As a Bushfire at Risk Register School, Red Hill Consolidated School received over \$30,000 of funding in 2022 from Victorian School Building Authority to prepare for the Bushfire Season. This funding has been used to maintain our grounds to a safe level which should reduce the associated risks in the event of a bushfire. A grant from the Victorian School Building Authority to replace our Shade Sails was extremely well received and our replacement shade sails offer great protection from the weather for our students. Red Hill Consolidated School is extremely proud to have nearly completed the fabulous new inclusive playground in 2022. It will be ready for use very early in the new school year. There are several projects in the pipeline to make further improvement to our school.

For more detailed information regarding our school please visit our website at  
<https://redhillcs.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 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 565 students were enrolled at this school in 2022, 251 female and 314 male.

0 percent of students had English as an additional language and 1 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).

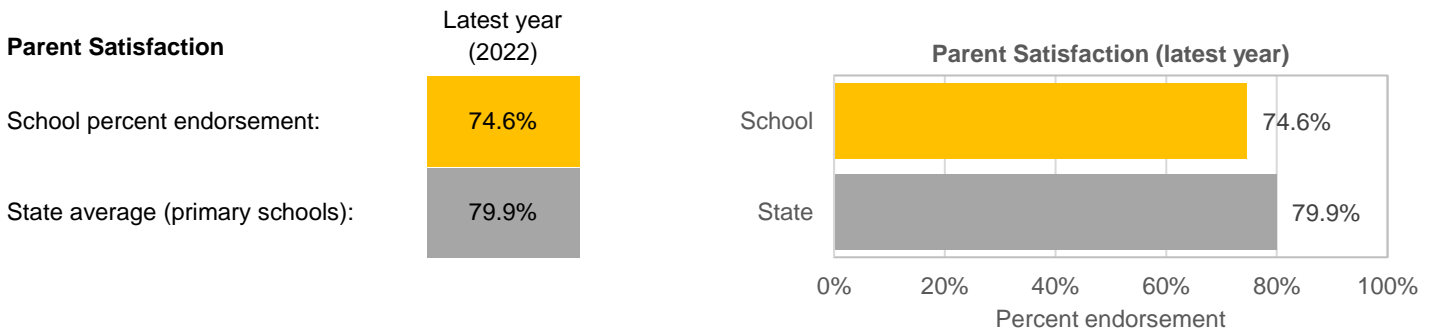
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

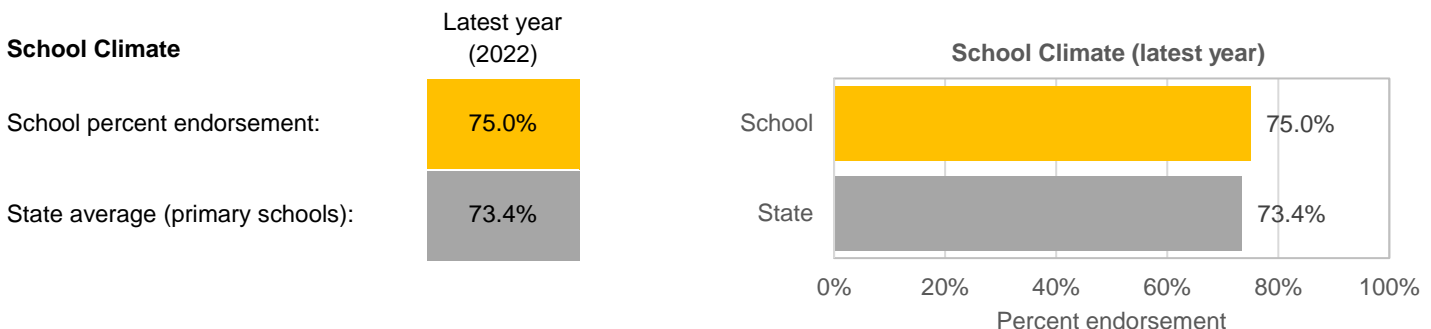


### School Staff Survey

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:

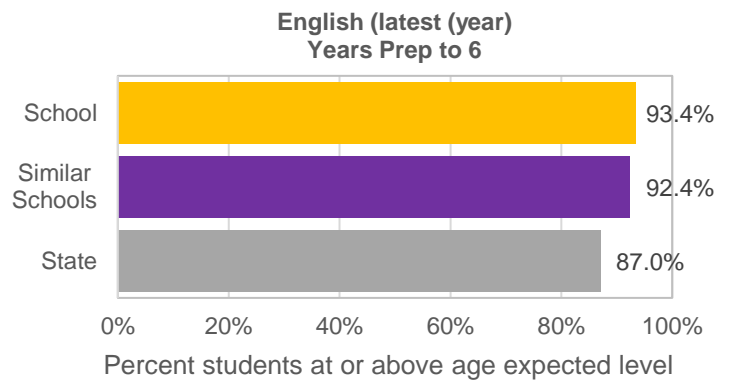
93.4%

Similar Schools average:

92.4%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

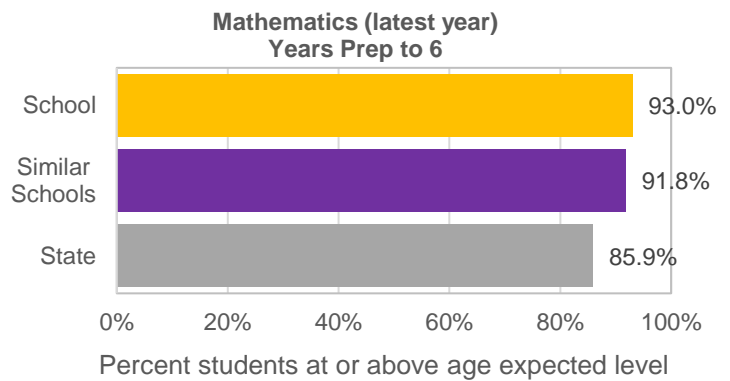
93.0%

Similar Schools average:

91.8%

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.

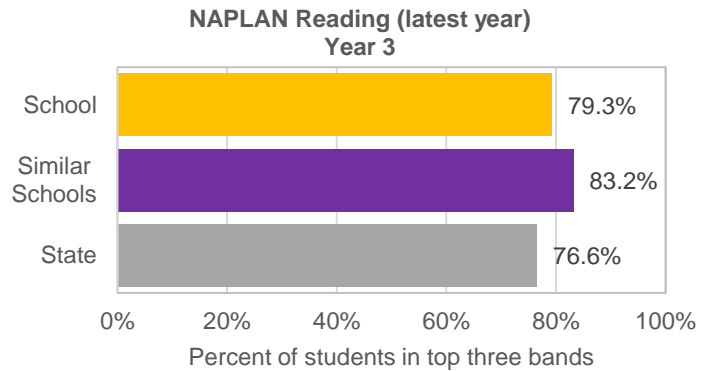
### NAPLAN

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.

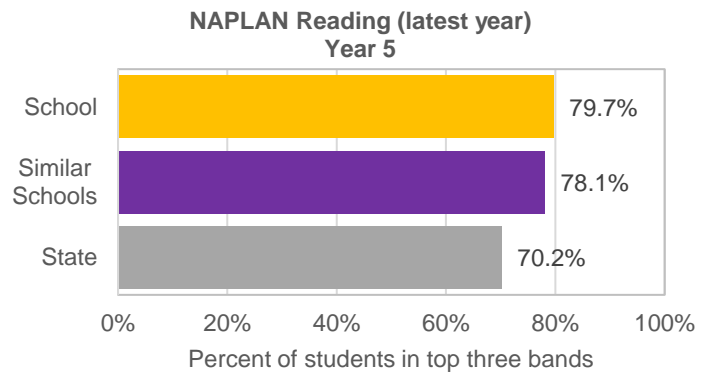
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.3%	83.3%
Similar Schools average:	83.2%	83.7%
State average:	76.6%	76.6%



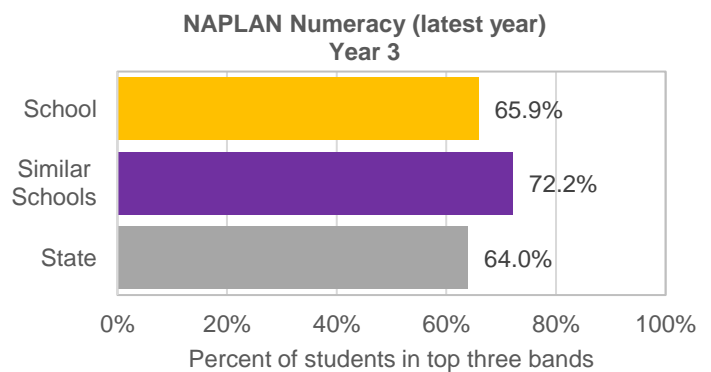
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.7%	84.0%
Similar Schools average:	78.1%	77.9%
State average:	70.2%	69.5%



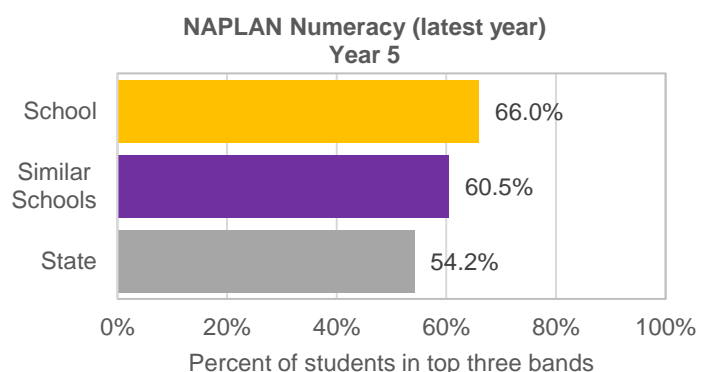
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.9%	73.3%
Similar Schools average:	72.2%	74.5%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.0%	72.4%
Similar Schools average:	60.5%	65.5%
State average:	54.2%	58.8%



## WELLBEING

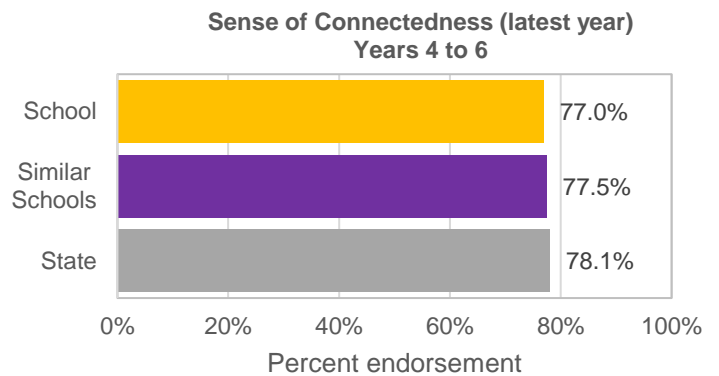
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	77.0%	81.5%
Similar Schools average:	77.5%	80.3%
State average:	78.1%	79.5%

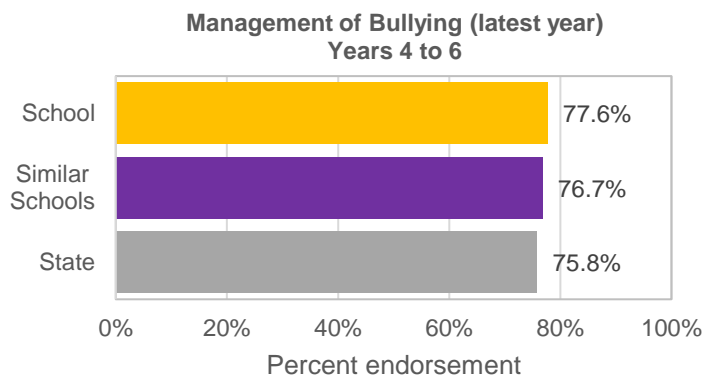


### Student Attitudes to School – Management of Bullying

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:	77.6%	83.0%
Similar Schools average:	76.7%	80.5%
State average:	75.8%	78.3%



## ENGAGEMENT

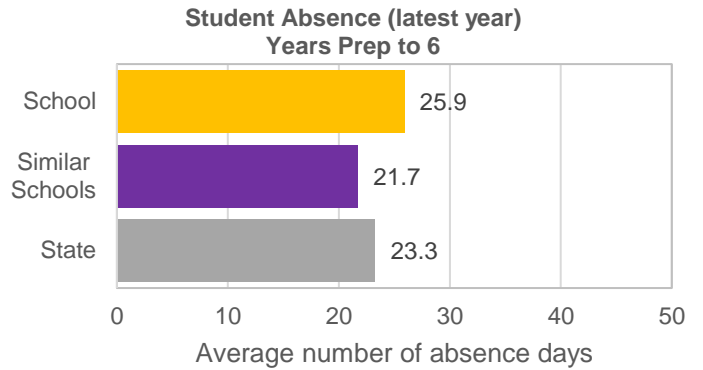
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	25.9	18.6
Similar Schools average:	21.7	15.2
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):	87%	87%	88%	87%	88%	83%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,122,591
Government Provided DET Grants	\$726,121
Government Grants Commonwealth	\$12,167
Government Grants State	\$22,545
Revenue Other	\$20,684
Locally Raised Funds	\$420,841
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,324,951</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$25,288
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$25,288</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,891,634
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$123,918
Communication Costs	\$10,547
Consumables	\$117,159
Miscellaneous Expense <sup>3</sup>	\$34,733
Professional Development	\$17,866
Equipment/Maintenance/Hire	\$112,785
Property Services	\$131,770
Salaries & Allowances <sup>4</sup>	\$124,531
Support Services	\$197,372
Trading & Fundraising	\$79,880
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$209
Utilities	\$72,299
<b>Total Operating Expenditure</b>	<b>\$5,914,702</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$410,248</b>
<b>Asset Acquisitions</b>	<b>\$187,049</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$371,831
Official Account	\$210,137
Other Accounts	\$4,805
<b>Total Funds Available</b>	<b>\$586,773</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$156,899
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$86,158
School Based Programs	\$12,565
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$67,131
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$264,019
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$586,773</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.*