

2016 Annual Report to the School Community



School Name: Kinglake Primary School

School Number: 2188

Name of School Principal:	Deborah Keating _____
Name of School Council President:	Simon Sutton _____
Date of Endorsement:	10/5/17 _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Kinglake Primary School is located in the Kinglake ranges, approximately 60 kilometres north of Melbourne. The 2016 enrolment of 80 is holding steady from previous years. However our enrolments are steadily increasing, currently 80, from 65 in 2014. The school is staffed by a principal, who also teaches, 3 fulltime teachers, 3 part time teachers, 3 part time integration aides, and a part time business manager. Specialist subjects include Physical Education, Music, Perceptual Motor Program, Art and Italian. Extra curricula programs include Walk to school safely days, Interschool sports program, gardening club, choir, Hoopetime Basketball, and Whole School Musical production. Literacy and Numeracy Intervention is also offered to support student learning. Kinglake Primary School is a KidsMatter school, providing a mental health program for students and families. We provide a "Nippers" program for pre-schoolers which runs weekly. We provide student support services such as counselling and speech pathology to our students. The "Kinglake Ace", "Dob in a do gooder" and "Student of the week" programs run to support our school values of Respect, Resilience, Responsibility, Organisation, Achievement, Cooperation, Friendship and Persistence. Our Out of School Hours Care program includes music, art, craft and sporting activities. Extensive grounds and facilities complement the purpose designed buildings and provide students with significant space for a variety of play and physical activities. The school has a "Bushfire Memorial Rotunda" and a "Memorial Garden" which were completed with the support of charitable organisations.

Framework for Improving Student Outcomes (FISO)

In 2016 Kinglake Primary School had two FISO focuses, Excellence in teaching and learning (Building practice excellence) and Professional Leadership (Building leadership teams and Empowering students and building school pride)

Excellence in teaching and learning, building practice excellence has been identified as a key initiative that the staff of Kinglake Primary School will focus on as a priority. High-performing schools are learning organisations that recognise the importance of working together to achieve their collective purpose of learning for all. To do this, schools develop a collaborative approach to professional learning, with the collective sharing of skills, expertise and experience resulting in richer and more sustainable opportunities for school transformation. At Kinglake Primary School we are committed to continual improvement in teacher learning, that will result in quality and effective teacher practice in the classroom. Our motto is "Together we achieve" and this is especially true when we our school as a place of learning, goal setting and self-improvement for all. Ongoing professional learning is critical to becoming an expert teacher, with the most effective development being long in duration, ongoing, within school and involving a variety of activities. The most important aspect of professional learning is bringing all activities back to student outcomes. Staff will focus on developing plans, curriculum delivery, providing on-going feedback, building their collegial and collaborative interaction and developing effective team sharing of practice, advice and expertise to ensure learning at KPS is targeted, individual and effective. Special focus will be on further developing our newly integrated writing program, The Big Write and sourcing and effective whole school spelling program to lift student outcomes, such as improving relative growth in NAPLAN writing results to reflect an increased level of high growth within our students, and improve relative growth in NAPLAN to reflect a higher level of high growth and reduce low growth significantly.

Professional leadership, building leadership teams has been a focus for Kinglake Primary School. Schools strengthen their succession planning, develop the capabilities of their leadership teams in using evidence and proven coaching and feedback methods, build a culture that is focused on improvement, and strengthen the induction of new teachers into the professional learning culture of their school. Effective leaders set high expectations and organise the school around supporting the goal of student achievement. This includes determining what teaching expertise and resources are needed to achieve student learning goals and sourcing and allocating them accordingly. Staff use data to plan for learning needs of students – reflected in planning. Staff attend network meetings in teams of junior, middle and senior areas for mentoring, shared collaboration across local schools in the area and to learn from each other. The school is committed to developing a whole school approach to teaching and learning which includes staff professional learning in protocols of teaching, regular reflection on own practice and professional learning needs, developing clear and effective planning documents built around feedback from student data, and develop professional learning teams to increase student learning outcomes. The development of a spelling continuum will improve relative growth, ensuring a greater level of high growth and a reduced level of low growth in NAPLAN spelling and writing and improve stimulating learning on the student survey, by understanding how staff can improve the delivery of learning content.

Achievement

Our students are performing at expected levels consistent with the Victorian median in Literacy and Numeracy.

The school is aiming to improve our student level of achievement through:

- A strong commitment by staff to deliver a comprehensive curriculum that is in line with the Victorian Curriculum expectations.
- The administering of extensive assessment of each student and incorporated into teacher planning and lesson development.
- The incorporation of a new Writing program, The Big Write to improve student outcomes in Writing.
- The ongoing monitoring of each child's learning needs including individual learning plans for students at risk.
- The commitment by staff to work together productively as a team with shared goals to achieve the best possible outcomes for our students.
- The strategic endeavour of all staff to professionally develop their skills and share their expertise with others in a supportive environment.
- A strong commitment to engaging and supporting parental involvement within the school, including receiving feedback.
- Mathematics and English results based on teacher judgement of student achievement are above or comparative to the median of all Victorian government primary year levels.

NAPLAN results combined with teacher judgement, reflect outcomes consistent with the Victorian median in Literacy and Numeracy.

- Parent survey results were comparative compared to the state average.
- Student engagement is very high, in 2016 the school was in the upper percentile of the 60% median of all Victorian government primary year levels.
- Our students clearly like to be at school and think highly of their teachers.
- Our school staff survey indicates a high endorsement of the school's climate and satisfaction within their school and workplace.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement



- Our strengths, are focused around improvement in student and family engagement and building positive relationships and student resilience by:
- Implementation of KidsMatter program to improve student wellbeing and mental health (including introduction of "Bounce Back" program).
 - Greater teacher/parent communication through newsletters, information evenings, family days, introduction of Skoolbag App, letters and phone calls home.
 - Implementation of "Kinglake Ace" "Dob in a do gooder" and "Student of the Week" program and student behavior reflection sheets to reinforce our school values.
 - Increased student involvement in decision making, through our Junior School Council and the student run, weekly assembly.
 - Special evenings, such as Twilight sport and school production were held at school throughout the year to celebrate learning and involve the wider community.
 - Provision of a clinical psychologist to assist students experiencing emotional difficulties.

Our student attendance records are slightly below the Victorian median. Programs including "Kinglake Ace" and "Kids Matters" is hoping to address some of the engagement issues, improving the connectedness between our students and school and their learning.

Wellbeing

- The Key improvement strategies were to :
- Implement processes to better assess students entering school.
 - Review communication methods used for both current and prospective parents to see how they could be improved.
- These areas were addressed through:
- Implementation of Grade 6 Transition program with involvement from Student Support Services Officer.
 - Development and implementation of Kinglake Nippers program for preschoolers to engage them with the school environment.
 - Implementation of Kinder to Prep transition program including the development of the "Kinglake Primary School" book for preschoolers.
 - Parent information booklet updated and made available to all parents.
 - Implementation of KidsMatter transition program.
 - Regular visits were made to the Kinglake Kindergarten and brochures, information flyers and posters were made available. Invitations were extended to special events held at school throughout the year.
 - implementation of resilience program for students in response to a low Students Attitudes to School – Connectedness to School result.

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



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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 80 students were enrolled at this school in 2016, 39 female and 41 male. There were < 10% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>55%</td> <td>9%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>55%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>55%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>45%</td> <td>45%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>-</td> <td>82%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	55%	9%	Numeracy	36%	55%	9%	Writing	27%	55%	18%	Spelling	45%	45%	9%	Grammar and Punctuation	-	82%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>87 %</td> <td>93 %</td> <td>93 %</td> <td>88 %</td> <td>91 %</td> <td>91 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	87 %	93 %	93 %	88 %	91 %	91 %	89 %	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
87 %	93 %	93 %	88 %	91 %	91 %	89 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

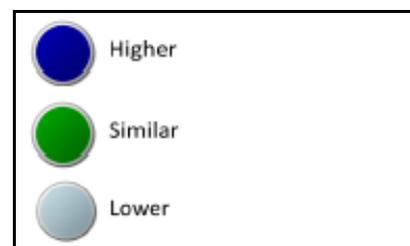
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

In 2016 Kinglake Primary received \$26,000 in Equity funding which was used to resource students with learning difficulties and students that were at risk. The majority of this funding went to the salary of an intervention teacher and resources such as student book and intervention resources to support at risk students.

Our greatest investment remains in quality staff and salaries.

At the end of 2016, Kinglake Primary is in a good financial situation to manage and achieve the goals set to take it into the future and become the best learning environment it can be, achieving high expectations and results for student learning.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$709,757
Government Provided DET Grants	\$173,079
Government Grants Commonwealth	\$34,928
Government Grants State	\$10,285
Revenue Other	\$7,468
Locally Raised Funds	\$83,880
Total Operating Revenue	\$1,019,397

Expenditure	
Student Resource Package	\$595,721
Books & Publications	\$1,382
Communication Costs	\$2,786
Consumables	\$28,207
Miscellaneous Expense	\$47,792
Professional Development	\$5,156
Property and Equipment Services	\$86,189
Salaries & Allowances	\$120,829
Trading & Fundraising	\$12,155
Travel & Subsistence	\$0
Utilities	\$12,020

Total Operating Expenditure **\$912,235**

Net Operating Surplus/-Deficit **\$107,162**

Asset Acquisitions **\$21**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$126,099
Official Account	\$9,704
Other Accounts	\$57,009
Total Funds Available	\$192,812

Financial Commitments	
Operating Reserve	\$48,260
Asset/Equipment Replacement < 12 months	\$14,006
Capital - Buildings/Grounds incl SMS<12 months	\$35,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$25,000
Cooperative Bank Account	\$50,000
School Based Programs	\$18,747
Total Financial Commitments	\$191,012

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.