

2016 Annual Report to the School Community



School Name: Kingsville Primary School

School Number: 3988



Name of School Principal:	Kathleen Ginnane
Name of School Council President:	Glen Yates
Date of Endorsement:	March 20 th 2017

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.

About Our School

School Context

Kingsville Primary School is a school of 647 students situated in the Yarraville / Kingsville area west of Melbourne within the South Western Victoria Region of government schools. A vibrant school which has a long and rich history it is currently in its 98th year of serving the local community. The school has a 42.7 equivalent full time staff - including 3 Principal class members, and 7 administrative / education support staff.

Kingsville is an IB World School authorized by the International Baccalaureate Organisation to deliver the Primary Years Programme. A guaranteed, viable and rigorous curriculum, supported by research and innovative practice, engages students and ensures optimum achievement. The school is clear in its resolve, being to build a purposeful community of active learners equipped to meet the challenges of a rapidly changing world and become responsible global citizens. A highly professional and skilled staff, continue to build a culture of collaborative learning and they are supported in their work by a school community whose members enhance the learning environment in a myriad of ways. Kingsville's emphasis on continuous improvement and high levels of reliability sees a focus on Literacy and Numeracy which in turn, drives professional learning across the school.

Kingsville benefits from a clear sense of community evidenced by the existence of a strong home school partnership and pleasing levels of parent participation across a wide range of areas.

The annual DET Parent Opinion Survey provides an indication of how satisfied parents are with their child's schooling. Parent Opinion in 2016, indicated high levels of satisfaction. Ninety percent of parents surveyed expressed satisfaction regarding student behavior, engagement, motivation and the learning environment. The Compass school management communication program was introduced during 2016 and this provided increased opportunities for parents to both gain and provide information for and about their child/ren and school life.

Framework for Improving Student Outcomes (FISO)

The 2016 Annual Implementation Plan: for improving student outcomes, outlined the school focus on the determined priorities and aligned improvement initiatives for the year.

These priorities and initiatives were directly aligned to the Victorian Government "*Framework for Improving Student Outcomes*" (FISO) and were - **Priority 1** – Excellence in Teaching & Learning - **Initiative** Building Practice Excellence
Priority 2 - Positive Climate for Learning - **Initiative** Empowering Students and Building School Pride

Progress and achievement was significant during the reporting year and actions contributing to this included -

- a focus on building and maintaining high levels of reliability in teacher instructional practice
- engaging staff in targeted learning and professional development aimed at building teacher capacity and, efficacy to enable high quality teaching practice
- setting explicit expectations and accountabilities with regard to the regular and effective monitoring of student growth
- working to ensure increased knowledge and understanding of what authentic student voice constitutes and, should look like at KPS
- enriching and expanding opportunities for purposeful student leadership
- engaging students, staff, and parents in a staged transparent transition program at all levels of the school.

Effective teamwork contributed to overall success and, a range of learning communities including school improvement teams worked to regularly evaluate initiatives and assess their impact on student learning outcomes

Achievement

Kingsville Primary School sets high expectations with regard to academic achievement and is proud of the percentage of students performing at, or above expected level. In 2016 teacher assessment against the Australian/Victorian Essential Learning Standards (AusVels) and the National Assessment Program Literacy and Numeracy (NAPLAN), evidenced the very satisfactory attainment levels of our students. The achievement in 2016 in Literacy and Numeracy in both Year 3 and Year 5 was at, or above the State median and at a similar range when compared to schools with a like mix of students (school comparison)

Naplan Year 3 reading - results were pleasing, categorized in the higher scale for both 2016 and, the 4 year average period. They were classed at similar results with regard to school comparison.

Naplan Year 3 numeracy - results were sound, categorized into the higher scale for 2016 and, just moving into the higher scale for the 4 year average period. They were classed at similar results with regard to school comparison.

Naplan Year 5 reading – results were sound categorized just in the higher scale for 2016 and, well into the higher scale for the 4 year average period. They were classed as higher results with regard to school comparison.



Naplan Year 5 numeracy – results were excellent, categorized in the higher scale for 2016 and, for the 4 year average period. They were classed as similar results for the 2016 year and, at the higher scale for the 4 year average period with regard to school comparison.

Naplan Learning Gain - results for 2016 were excellent and indicated a low percentage of students experiencing low growth in reading, numeracy, writing, spelling, grammar and punctuation ranging between 16% and 26%. Percentages of medium growth ranged from 46% to 64%. Percentages of high growth were pleasing averaging at 32% across the 5 areas.

Students supported through the “Program for Students with a Disability” all showed progress at satisfactory or above in achieving their individual goals as set down in their learning plans. Contributing significantly towards all student learning outcomes and results was a continued focus on practice excellence. Work was ongoing in building the capacity of every teacher so that, high quality and consistently reliable practice was possible, visible and sustainable throughout the school.

In line with the goals set in the 2016 AIP, there was further emphasis on maximising the learning and growth in Literacy and Numeracy for each student. Work continued to ensure that the non negotiables of instruction and practice at KPS was a priority and something everyone was held accountable for. In turn, the monitoring of individual student performance, strategic intervention, scaffolding and effective use of individual learning plans impacted positively on student learning outcomes.

The Primary Years Programme continued to be the pedagogical framework used to deliver the AusVELS continuum being the coherent and comprehensive content to be taught. Planning for the full implementation of the Victorian Curriculum F – 10 (2017) was priority work.

Curriculum Framework implemented in 2016

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

Engagement

Kingsville students are able to demonstrate that they feel engaged and connected to their school and we are proud of the programs and provision across all levels that assist in building resilience, persistence, engagement and social capacity. The work is ongoing, intentional and includes programs such as School Leaders Program, Step Up / Transition Program along with grade buddy mentor partnerships. A range of authentic opportunities for Student Voice continue to be nurtured along with, key leadership opportunities at the senior school level.

The school’s values are lived out through the expectations set for day to day school life and interaction. Engagement is built through performance, drama, debate, oratory, student action and weekly assembly performances. A focus on Restorative Justice practices continues to assist students to gain skills in rational conflict resolution processes and, the ability to reframe their thinking to increase personal resilience. Professional learning aligned to staff induction processes ensures opportunity for new staff to develop skill and knowledge related to these key expected areas of practice. The school has in place a comprehensive approach for supporting students with academic and/ or social needs.

The Primary Years Programme sees a strong focus on the social and emotional development of children and assists in building a culture of possibility. The Attitudes to School Survey, completed by Year 5 and 6 students indicated results for 2016 in the middle 60% of all Victorian Primary schools and at the Median for all Victorian government primary year levels. These results were classed similar with regard to school comparison. Work will continue with staff and students in 2017 with a focus on further improvement possibilities relating to student opinion data specifically, in the key areas of school connectedness and motivation.

Parent participation is a highly valued aspect of school life and involvement is encouraged at the whole school and classroom level. During 2016 the school successfully engaged with the community via a range of celebrations and events. The Friends of KPS a subcommittee of school council were instrumental in raising awareness of parent involvement and support for all community events. Parent involvement in the everyday life of the school via a range of voluntary actions including assistance in the classroom remained high. This presence contributed greatly to the engagement levels of students across the school.

In 2016 the Student Voice program continued to provide increased opportunity for authentic action by students across a range of areas in response to identified student need and interest. Student attendance rates were sound and it is pleasing to note they were below rates for comparison schools. During 2016 staff continued to engage in the DET “Every Day Counts” Program and, worked to raise awareness of the vital importance of regular and ongoing attendance with students and parents.



Wellbeing

Our school facilitates a strong transition program which supports students in moving confidently between the various stages of schooling. Transition at Kingsville, continues to be viewed as not a point in time event but rather, an ongoing experience that if begun well, should continue to support students throughout their school life. Ongoing priorities during 2016 included extensive, professional best practice information sharing about each child and, engaging effectively with a range of pre-school settings. Staff and leadership of the school worked strategically to ensure students and their families felt welcomed and connected to the school. This was facilitated through effective pre-school contact, an orientation program for children and, strong family induction and support via a range of activities. All Foundation students were involved in the Buddy Program in their first year at school. The success of this initiative historically sees many of these friendships continued for a number of years throughout primary school life.

Our Year 5 and 6 students worked and were supported through their preparation for secondary school with a continuing focus on personal organization and time management. A 2016 priority was to further build resilience and, provide activities to assist in the development of personal capacity with regard to the requirements and challenges related to transition to secondary school. The Leaving Their Mark initiative saw Year 6 students organize and fund specific agreed action. In addition, the traditional Rights of Passage experience and the Year 6 PYP Exhibition, all formally marked and acknowledged transition to Secondary school.

In 2016 Kingsville gained e-Smart status. This ensured that a framework is in place to guide policy, practices, and whole school change processes to support an e-Smart / cyber safe environment. Work is ongoing in this area to maintain and sustain this status. The Kingsville Primary School School Council and Sub Committees, ensured that the needs of all students were priority consideration in all resourcing decisions.

Kingsville Primary school students were supported throughout the reporting year in forging connections with other schools. These included local, national and international schools as they built their capacity to take action, collaborate, inquire and demonstrate that they are developing as internationally minded young people.

For more detailed information regarding our school please visit our website at kingsvilleps.vic.edu.au



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 642 students were enrolled at this school in 2016, 314 female and 328 male. There were 7% of EAL (English as an Additional Language) students and 0% 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> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</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" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>52%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>46%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>46%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>54%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>49%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	52%	22%	Numeracy	18%	46%	35%	Writing	16%	46%	38%	Spelling	17%	54%	29%	Grammar and Punctuation	17%	49%	34%	<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> <table border="1" data-bbox="560 824 1043 913"> <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>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	95 %	94 %	93 %	93 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	95 %	94 %	93 %	93 %	94 %										



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> Similar</p> <p> Similar</p>

How to read the Performance Summary

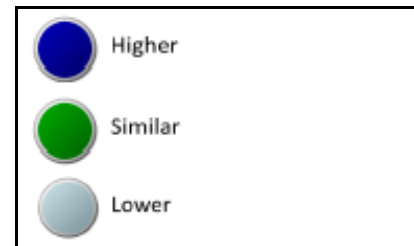
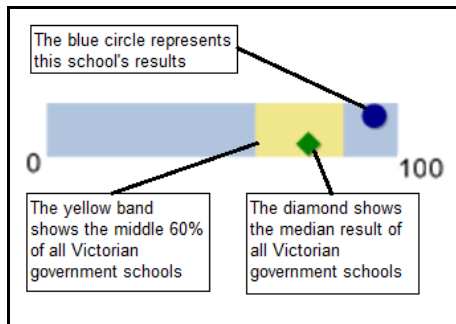
What are student outcomes?

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.

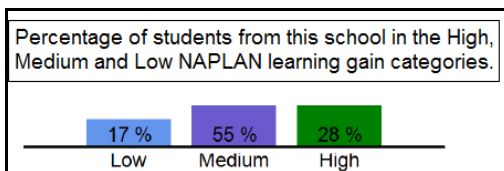
You can see these results for the latest year, as well as the average of the last four years (where available).

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

Financial Position as at 31 December, 2016

Revenue	Actual
Student Resource Package	\$4,499,901
Government Provided DET Grants	\$517,953
Revenue Other	\$20,608
Locally Raised Funds	\$607,194
Total Operating Revenue	\$5,645,656

Funds Available	Actual
High Yield Investment Account	\$740,561
Official Account	\$21,396
Total Funds Available	\$761,958

Expenditure	
Student Resource Package	\$3,819,491
Books & Publications	\$12,035
Communication Costs	\$11,381
Consumables	\$114,881
Miscellaneous Expense	\$359,344
Professional Development	\$21,813
Property and Equipment Services	\$232,151
Salaries & Allowances	\$179
Trading & Fundraising	\$36,182
Travel & Subsistence	\$393
Utilities	\$51,842

Financial Commitments	
Operating Reserve	\$128,708
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds incl SMS<12 months	\$180,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$80,000
Capital - Buildings/Grounds incl SMS>12 months	\$163,250
Maintenance -Buildings/Grounds incl SMS>12 months	\$50,000
Total Financial Commitments	\$761,958

Total Operating Expenditure	\$4,659,691
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Net Operating Surplus/-Deficit	\$985,965
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Asset Acquisitions	\$20,000
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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.

Financial performance and position commentary

Kingsville Primary School maintained a sound financial position throughout 2016. It is important to note that the above financial summary outlines cash only revenue and expenditure for the school year. The school's Strategic Plan 2015 – 2018, along with, the Annual Implementation Plans, continued to provide the framework for school council allocation of funds to support school programs and priorities. The 2016 budget clearly reflected Kingsville's provision priorities and all decisions made in developing budget components acknowledged direction and strategic intent for current and future years.

The budgetary cycle processes were thorough and included decisions regarding appropriate levels of cash reserves to be maintained to meet any longer term, unplanned / urgent budgetary variations necessary. The school community via fundraising activities made a significant and valued contribution to the school level of locally raised funds which, in line with program budgeting provided for a range of expenditure across a number of individual programs.

The overall strategic financial planning throughout 2016 ensured the school is in a sound position for the future.

