

2017 Annual Report to the School Community

School Name: Kingsville Primary School

School Number: 3988



About Our School

School Context

Kingsville Primary School is a school of 631 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 99th year of serving the local community. Student enrolment in 2017 remained steady however expressions of interest for places from outside of neighbourhood area families remained high. For the third consecutive year the number of siblings of current students equalled one third of the cohort of Foundation (Prep) students. Enrolment policies, procedures and strategies ensured places were available for all families who requested them within neighbourhood area. In 2017 the school's Student Family Occupation (SFO) density was 0.2214. The overall socio-economic profile was rated as high, based on family occupation and parent occupation and education.

Kingsville is an IB World School authorized by the International Baccalaureate Organisation to deliver the Primary Years Programme. This inquiry based learning framework provides for comprehensive delivery of the Victorian Curriculum. The implementation ensures reliable, vigorous and rich provision supported by research and innovative practice. 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, develop to become responsible global citizens. In 2017 a highly professional staff continued to build a culture of collaborative learning. They were supported in their work by a school community whose members enhanced the learning environment in a myriad of ways. Kingsville's emphasis on continuous improvement and high levels of reliability saw a focus on Literacy and Numeracy with explicit teaching, as well as effective and purposeful integration into the inquiry process through transdisciplinary teaching. This in turn drove the focus of professional learning across the school.

The school 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 and, Student Opinion Surveys are designed to assist schools in gaining an understanding of parents and students perception of school climate, engagement and relationships. In 2017, an updated on line survey saw KPS parents responding positively to a range of factors including the promotion of positive behaviour, respect for diversity and, parent participation and student satisfaction. The Compass School Management Communication tool introduced in 2016 was further developed during 2017. This continued to provide increased opportunities for parents to both gain and provide information for, and about their child/ren and school life.

In 2017 students were supported by a dedicated team of professionals. This saw 41.8 equivalent full time staff including, 3.0 Principal class members, and 7.0 administrative / education support staff. The provision of a PYP (Primary Years Programme Coordinator) Leading Teacher and specialist and intervention staff ensured academic achievement, student engagement, learning growth and support for each Kingsville student.

School Council are congratulated and acknowledged for their governance and support during the 2017 year.

Framework for Improving Student Outcomes (FISO)

The 2017 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** Curriculum Planning & Assessment
- **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 –

In "*Curriculum Planning & Assessment*" -

- building the capacity of each teacher in working to ensure high quality consistent practice across the school
- working to further build the capacity of all members of the leadership team to lead "school improvement"
- working to ensure a whole school approach to the regular and required monitoring of student learning growth

In "*Empowering Students and Building School Pride*"

- working to ensure student agency in their learning
- further development of the student leadership program



In 2017 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. These teams contributed to collaborative culture and ensured a focus on continued improvement. Teachers gathered, viewed, analysed and used data to impact on practice, shared their learnings and incorporated these learnings in the next level / cycle of school improvement work.

Achievement

Kingsville Primary School sets high expectations and is committed to the academic and personal growth of each student. In 2017 teacher assessment against the Victorian Curriculum (F-10) and the National Assessment Program Literacy and Numeracy (NAPLAN), evidenced satisfactory attainment levels of our students. Achievement in Literacy and Numeracy in both Year 3 and Year 5 was above the state median and, at a *similar* or higher range when compared to schools with a like mix of students (school comparison)

Naplan Year 3 Reading – results were pleasing categorised above state median and, at the top end of the middle 60% of all Victorian Government schools and, as *similar* results with regard to school comparison. The 4 year average results were in the higher range of all school results and classed at *similar* with regard to school comparison.

Naplan Year 3 Numeracy – results were above the state median and at the higher end of the middle 60% of all Victorian Government schools. The 4 year average results were at the top end of the middle 60% of all Victorian Government schools and moving into the higher range. They were also classed at the *similar* results with regard to school comparison.

Naplan Year 5 Reading – results were sound being at the high end of the 60% of all Victorian Government schools and, moving just into the higher range for schools in 2017. They were significantly above the median for all Victorian Government schools and, classed as *similar* with regard to school comparison. Results for reading 4 year average saw a clear move into the top percentage of schools section in 2017 and, a *similar* classification for school comparison.

Naplan Year 5 Numeracy – excellent result for both the 2017 year with placement in the higher level for all Victorian Government schools and well above the median for all Victorian Government schools. The 4 year average was excellent being classified at the *higher* achievement level for the 4 year average school comparison.

Naplan Learning Gain Year 3 & 5

Results for 2017 were excellent and indicated a low percentage of students gaining low growth. In Reading, Numeracy, Writing, Spelling and Grammar & Punctuation percentages of medium growth ranged from 43 % to 59%. Percentages of high growth were pleasing averaging 30% 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 individual education. 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, high quality and consistently reliable practice was possible, visible and sustainable throughout the school.

In line with the goals set in the 2017 AIP, there was ongoing emphasis on maximising the learning and growth in Literacy and Numeracy for each student. Work continued to ensure that the assurance of the non negotiables of instruction and practice at KPS was a priority and, something every member was held accountable for. In turn, the monitoring of individual student performance, strategic intervention, scaffolding and effective use of individual learning plans continued to impact positively on student learning outcomes.

The Primary Years Programme continued to be the pedagogical framework used to deliver the Victorian Curriculum (F-10) being the coherent and comprehensive content to be taught.

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 in this area is ongoing, intentional and, in 2017 included programs such as School Leaders Program, Step Up / Transition Program along with grade buddy mentor partnerships. A range of authentic opportunities for student voice and development of student agency continued to be nurtured along with key leadership opportunities at the senior school level. These will be further developed in 2018.

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 and in 2017 a range of extracurricular clubs and lunchtime activities were provided for students. These included poetry, drama, puzzles, robotics, ukulele and drawing. A focus on Restorative Justice practices continued 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 ensured opportunity for new staff to develop skill and knowledge related to these key expected areas of practice. The school continued to ensure a comprehensive approach for supporting students with academic and social or emotional needs and KPS staffing and resourcing actions acknowledged and addressed such needs. The Primary Years Programme saw a strong focus on the social and emotional development of children and continued to assist in building a culture of 'possibility'.

Parent participation is a highly valued aspect of school life and involvement is encouraged at the whole school and classroom level. During 2017 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 2017 the developing 'Student Voice Program' continued to provide increased opportunity for authentic action by students across a range of areas across all levels in response to identified student need and interest. A comprehensive camping, water safety and excursion program worked to develop social skills, leadership team work and interdependence. Student attendance rates were sound with data showing an achievement average of 93% attendance for students which was similar to comparison schools. The school continued in 2017 to proactively monitor and manage student absence rates and employed the use of the Compass Management System to assist with this.

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 2017 included extensive and informed professional best practice information sharing about each child. This involved engaging effectively with a range of pre-school settings to ensure all relevant information was available to Foundation teachers. 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 leading through from late 2016 to early 2017. 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 2017 priority was to further build resilience, agency 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 (part of the KPS journey) saw Year 6 students again organize and fund specific agreed actions. In Term 4, the traditional school "Rights of Passage" experiences and the Year 6 PYP Exhibition, all formally marked and acknowledged transition to Secondary school.

The attitudes to school survey completed on line in 2017 by year 4, 5 and 6 students indicated results in the areas of 'Sense of Connectedness' and 'Management of Bullying' below the range of results for the middle 60% of Victorian Government schools. These results were lower than the high results evidenced for a number of years. By their nature they have provided the opportunity for investigation into survey preparation, implementation, student attitudes and results overall. This has subsequently involved interrogation into possible reasons for and, captured all opportunities through



student voice to focus on action and improvement. Follow up work is ongoing in 2018 and will be linked in to whole school self-evaluation for the 2018DET School Review.

In 2017 Kingsville gained full e-Smart status. This ensured a framework 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 relating to the wellbeing programs and provision.

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 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	
<p>Enrolment Profile</p> <p>A total of 647 students were enrolled at this school in 2017, 312 female and 335 male.</p> <p>10 percent were EAL (English as an Additional Language) students and < 10 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



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
<p>Teacher Judgement 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 Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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



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																								
<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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>43%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>49%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>59%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>58%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>44%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	43%	37%	Numeracy	21%	49%	31%	Writing	21%	59%	20%	Spelling	16%	58%	27%	Grammar and Punctuation	20%	44%	36%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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														
<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</p> <p>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.</p> <p>Average 2017 attendance rate by year level:</p>	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1" data-bbox="509 913 992 1010"> <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>92 %</td> <td>92 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	94 %	94 %	93 %	93 %	93 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	94 %	94 %	93 %	93 %	93 %										



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: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	

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)

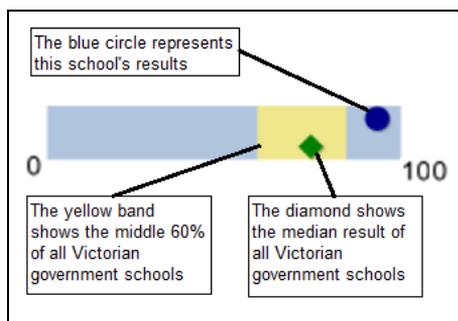
Engagement

- 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)

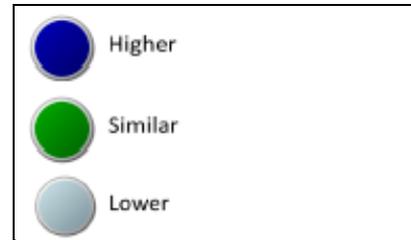
Wellbeing

- 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).



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*' 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').



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.

Financial Performance and Position

Financial performance and position commentary

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$4,891,157
Government Provided DET Grants	\$412,007
Government Grants Commonwealth	\$17,150
Government Grants State	\$4,665
Revenue Other	\$20,957
Locally Raised Funds	\$618,632
Total Operating Revenue	\$5,964,567

Equity¹

Equity (Social Disadvantage)	\$17,342
Equity Total	\$17,342

Expenditure

Student Resource Package ²	\$3,909,358
Books & Publications	\$6,025
Communication Costs	\$7,446
Consumables	\$97,915
Miscellaneous Expense ³	\$456,023
Professional Development	\$31,593
Property and Equipment Services	\$292,341

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$744,646
Official Account	\$6,062
Total Funds Available	\$750,707

Financial Commitments

Operating Reserve	\$144,340
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds incl SMS<12 months	\$153,117
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	\$750,707



Salaries & Allowances ⁴	\$13,478
Trading & Fundraising	\$34,834
Utilities	\$39,723
Total Operating Expenditure	\$4,888,736

Net Operating Surplus/-Deficit	\$1,075,831
Asset Acquisitions	\$90,588

- (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 05 March 2018 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.

Financial performance and position commentary

Kingsville Primary School maintained a very sound financial position throughout 2017. 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 framework for school council allocation of funds to support school programs and priorities.

The 2017 budget clearly reflected Kingsville's provision priorities and, all decisions made in developing budget all with different component 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 valued contribution to school level of locally raised funds which, in line with program budgeting processes provided for a range of expenditure processes across a number of individual programs.

The overall strategic financial planning throughout 2017 ensured the school is in a very sound financial position for the future.