

# 2017 Annual Report to the School Community



School Name: Kinglake Primary School

School Number: 2188

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Kinglake Primary School is located in the Kinglake ranges, approximately 60 kilometres north of Melbourne. The 2017 enrolment of 86 is holding steady from previous years. However our enrolments are steadily increasing, currently 86, 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, Perceptual Motor Program, Media Art, Visual Art, Drama, Dance and Italian. Extra curricula programs include Walk to school safely days, Interschool sports program, gardening club, choir, Hooptime 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 "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 2017 Kinglake Primary School had one FISO focuses, Excellence in teaching and learning (Building practice excellence).

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 practice, 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. This year Kinglake Primary implemented a phonics based spelling program, Soundwaves 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 or above those of the Victorian median in Literacy and Numeracy. We have excellent results in grade 3 Reading and Numeracy NAPLAN results, our numeracy results excelling above and beyond that of the median for all government schools. Our grade 5 Reading NAPLAN results are comparable to that of the median for all government schools, and our grade 5 numeracy results are well above the median for all government schools.

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 and encouraging of a changing culture at KPS.
- 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

## 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 "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, student surveys 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 above the Victorian median after a strong emphasis on the importance of attendance to school and accurately recording absenteeism types.

## 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.
- 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  
[www.kinglakeps.vic.edu.au](http://www.kinglakeps.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 84 students were enrolled at this school in 2017, 39 female and 45 male.</p> <p>0 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></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> 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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>60%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>43%</td> <td>43%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>71%</td> <td>29%</td> <td>0%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	50%	17%	Numeracy	40%	60%	0%	Writing	43%	43%	14%	Spelling	29%	57%	14%	Grammar and Punctuation	71%	29%	0%	<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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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> <table border="1" data-bbox="555 913 1029 1003"> <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>88 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> <td>90 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	92 %	92 %	90 %	91 %	90 %	89 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	92 %	92 %	90 %	91 %	90 %	89 %										



## 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><b>Students Attitudes to School - Sense of Connectedness</b></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>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></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>	Similar

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

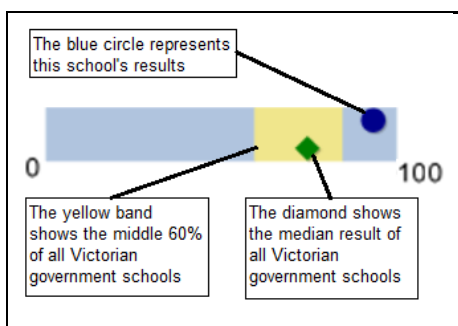
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

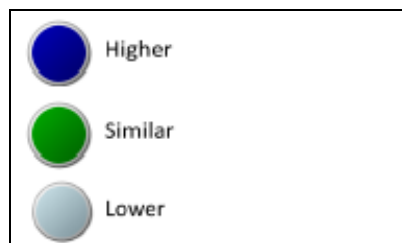


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



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

## What does '*Data not available*' 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').



## Financial Performance and Position

### Financial performance and position commentary

In 2017 Kinglake Primary received \$12,000 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 2017, 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, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$813,366	High Yield Investment Account	\$62,941
Government Provided DET Grants	\$125,243	Official Account	\$8,935
Government Grants Commonwealth	\$40,695	Other Accounts	\$58,176
Revenue Other	\$5,472	<b>Total Funds Available</b>	<b>\$130,052</b>
Locally Raised Funds	\$82,459		
<b>Total Operating Revenue</b>	<b>\$1,067,234</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$12,963		
<b>Equity Total</b>	<b>\$12,963</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$679,222	Operating Reserve	\$47,504
Books & Publications	\$1,382	Asset/Equipment Replacement < 12 months	\$18,649
Communication Costs	\$2,305	Capital - Buildings/Grounds incl SMS<12 months	\$40,000
Consumables	\$36,732	Maintenance - Buildings/Grounds incl SMS<12 months	\$15,608
Miscellaneous Expense <sup>3</sup>	\$53,735	School Based Programs	\$8,291
Professional Development	\$7,861	<b>Total Financial Commitments</b>	<b>\$130,052</b>
Property and Equipment Services	\$74,652		
Salaries & Allowances <sup>4</sup>	\$110,747		
Trading & Fundraising	\$12,964		
Travel & Subsistence	\$423		
Utilities	\$13,173		
<b>Total Operating Expenditure</b>	<b>\$993,195</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$74,039</b>		
<b>Asset Acquisitions</b>	<b>(\$144)</b>		

(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.

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