

2015 Annual Report to the School Community

Kingsbury Primary School

School Number: 4845



Celebrating the Centenary of ANZAC.

Name of School Principal:

Barbara Hinsley

Name of School Council President:

Christopher Brown

Date of Endorsement:

21st April 2016

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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Our school has clearly defined values of Learning, Teamwork & Collaboration, Safety, Friendship and Respect. Our mission is for each student to become an independent, critical and co-operative learner. We are committed to a positive and supportive experience for both children and parents especially in their transition from Kindergarten to Primary School and then from Grade 6 to Secondary School. A large number of our students come with a language other than English and we cater to over 31 different nationalities.

The school has forged links with the 2/14 AIF Battalion Association that benefit our students and teachers. The 2/14 Association has invited our students to carry the Battalion colours in the ANZAC Day March each year; we are the only primary school to have this honour. Several years ago the students at this school decided to “adopt” the Battalion Association through work done with the Shrine Education program. Each year the Association supports our grade 5 and 6 students by adjudicating the student *SpeechMasters* public speaking competition. The Association’s Benevolent Fund also sponsors two students’ transition to High School with a financial scholarship.

The school principal is supported by 11 classroom teachers covering 10 grades and four specialist areas of Arts Music, PE and LOTE; these programs are supported by four integration aides and a Primary Welfare Officer. Administrative duties are served by ESO at 1.8 eft. This year the school joined the Curiosity and Powerful Learning professional development project and School Council endorsed this with substantial financial support. We have a commitment to develop our capacity to implement highly effective teaching and learning practices and improve student learning.

Two thirds of our students are boys; our SFO was .6408; 1 in 3 students is born overseas and 1 in 2 identifies with the speaking of a language other than English when at home.

Achievement

The school is in the fourth year of the Strategic Plan. Our focus is that by end 2016, 100% of all Year 3 and Year 5 students deemed capable will be assessed at or above the Naplan State mean for Government Schools. Naplan matched cohort growth in Reading, Writing and Numeracy is to be at or above the State Mean by end 2016. At least 90% of students deemed capable from Years 1-6 to be at or above the expected standards in Number, Reading, Writing, Speaking and Listening as measured by AusVels/VELS by end 2016. Of that 90%, at least 25% of students to be performing above the expected standard in all the above mentioned areas. Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) show that this school is now performing equal to or above other similar schools in English and Maths. Data shows Naplan results in both year 3 and 5 require further development with less numbers of students falling into the ‘low outcomes’ range, in 2016 this will be addressed.

In 2015 the school supported 10 students who participated in the Program for Students with a Disability and all these students showed progress at satisfactory or above in achieving their individual goals. One student shared part time enrolment with Baltara and three others attended either with Concord SS or Croxton School.

Engagement

Our school goal is that by 2016, is to show decreases in the average student absences to at least the current state mean of 13 and to imbed a comprehensive, whole school approach to student attendance. By end of 2015 the data shows that at all grade levels except grade 6, student average attendance has improved. Across the school the average attendance per grade is 91.3%.

Increase the *student relationships* and *teaching and learning* measures on the Student Attitudes to School Survey to at least the 50th percentile for whole-school measures respectively over the course of the new School Strategic Plan was the target for 2015. Across the 9 measures for relationships and Learning the school improved in 7. Classroom behaviour is identified as an issue for grade 5 students, potentially causing connectedness to peers and student safety scores to be lower.

Parent Opinion remains positive. School Climate and Student engagement score very highly, however parental responses indicate concerns with some student behaviour and safety scores registering marginally below the state.

Wellbeing

We continue to work to develop a consistent approach to behaviour management and student feedback across the school and to build the capacity of staff to implement teaching and classroom management strategies that support an engaging, safe and rigorous learning environment. Over the past 2 years, the grade 5 students have demonstrated lower Morale and higher Distress than their grade 6 peers; again in 2015 the grade 6 students indicated increased scores in both areas. Connectedness to School in 2015 showed higher results than the median of all schools and results similar to comparable schools. Student Perception of Safety also indicated results similar to comparable schools.

Parent Opinion scales score Student Engagement higher than the state with a questionnaire return rate of 77.5%.

Productivity

The school has demonstrated productivity by sensible management of all cash resources, time, physical buildings and materials. The school utilises all resources following a set of annual program budgets that are closely monitored by the School Council. The key focus is to distribute resources in order for all school goals and targets to be met. The Financial Performance report describes our school's performance and the summary of revenue as compared with expenditure. School Council has dedicated savings strategies in place to update and modernise the main Administration area. The school ended 2015 with a staffing deficit caused by a falling enrolment and increasing staffing costs. It will be important in any future workforce plan to predict and manage the imbalance between staff numbers and student enrolments.

For more detailed information regarding our school please visit our website at
<http://www.kingsbury.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.

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

Enrolment Profile

A total of 201 students were enrolled at this school in 2015, 90 female and 111 male. There were 35% of EAL (English as an Additional Language) students and 7% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



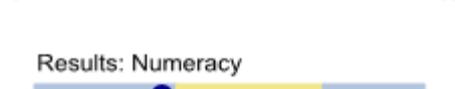
Performance Summary

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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Higher</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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> Lower</p> <p> Similar</p> <p> Lower</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> Similar</p> <p> Lower</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" 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>34%</td> <td>45%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>55%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>48%</td> <td>38%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>45%</td> <td>45%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>45%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	45%	21%	Numeracy	31%	55%	14%	Writing	48%	38%	14%	Spelling	45%	45%	10%	Grammar and Punctuation	41%	45%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>93 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	90 %	92 %	92 %	91 %	92 %	89 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	90 %	92 %	92 %	91 %	92 %	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: 2015</p>  <p>Results: 2012 - 2015 (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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>

How to read the Performance Summary

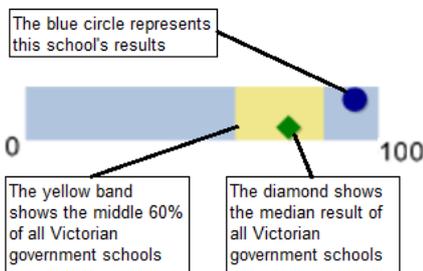
What are student outcomes?

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 colleges, 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.



What is a School Comparison?

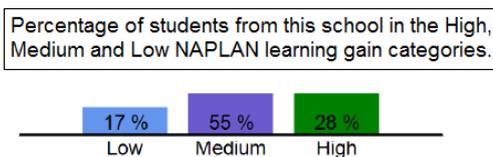
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

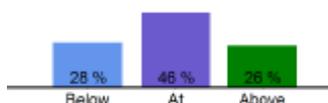
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,584,244	High Yield Investment Account	\$289,710
Government Provided DE&T Grants	\$256,689	Official Account	\$20,450
Government Grants Commonwealth	\$135,894	Other Accounts	\$173,971
Revenue Other	\$12,646	Total Funds Available	\$484,130
Locally Raised Funds	\$206,951		
Total Operating Revenue	\$2,196,424		
Expenditure		Financial Commitments	
Student Resource Package	\$1,667,367	Operating Reserve	\$79,479
Books & Publications	\$5,210	Asset/Equipment Replacement < 12 months	\$85,000
Communication Costs	\$4,072	Capital - Buildings/Grounds incl SMS<12 months	\$250,000
Consumables	\$27,381	Maintenance - Buildings/Grounds incl SMS<12 months	\$30,000
Miscellaneous Expense	\$72,629	School Based Programs	\$25,000
Professional Development	\$11,154	Maintenance -Buildings/Grounds incl SMS>12 months	\$14,651
Property and Equipment Services	\$121,937	Total Financial Commitments	\$484,130
Salaries & Allowances	\$200,578		
Trading & Fundraising	\$44,876		
Utilities	\$18,872		
Total Operating Expenditure	\$2,174,075		
Net Operating Surplus/-Deficit	\$22,349		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 04 March 2016 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

The school met all its financial compliance and managed all funds via a sub-committee of school Council and ratified all actions at regular Council meetings. The school received funds, additional to normal government funding, because we operate an Out of School Hours Care program. In 2015 the School Council committed \$12,000 to a three-year engagement with "Curiosity and Powerful Learning" professional development (Myer/Mc Rel), making the first payment of \$4,000. All funding for students on the register of PSDMS was expended on Staffing, professional development and particular program tools and resources. The year concluded with the Staffing Budget returning a large deficit and the declaration of two teaching staff being surplus to school's capacity to fund their positions. The School Council commenced building refurbishment plans.