

# 2016 Annual Report to the School Community



School Name: Kew Primary School

School Number: 1075



Name of School Principal:	James Penson
Name of School Council President:	Julie Coleman
Date of Endorsement:	29.03.2017

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

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



Education and Training



## About Our School

### School Context

Kew Primary School is located approximately seven kilometers East of the Melbourne central business district. It is the oldest school in Kew and has a proud history of serving the local community since 1870. The school strives to provide a dynamic and supportive learning environment to enable the school community to fulfil the academic, social, emotional and physical potential of all students. The school vision is to develop compassionate, resilient, confident, and creative thinkers with a lifelong love of learning. This is driven by the C.A.R.E values of Co-operation, Acceptance, Respect and Excellence.

Exact enrolment figures fluctuate during each year. The highest number of students during the 2016 period was 493 with the lowest being 464 at the commencement of the year.

In 2016, the SFOE was .1302. The proportion of students with English as a second language was “Mid-High”. This reflects the diversity of the school community which consists of over 30 different nationalities. There continues to be a growing proportion of students from a non-English speaking background. The LBOTE proportion has trended upwards each year. In 2016 this was 82 out of 475 (17%).

Staffing consisted of 28 equivalent full time staff with a teaching role. The school also employed 14 Educational Support staff. The total number of staff at the school in 2016 was 49. The staffing profile has not significantly changed over recent years. There is a large proportion of highly experienced teachers who have all been in the school for some years. Each year a smaller number of graduate teachers have successfully commenced their careers. New staff members have largely been retained.

The school is very proud of the commitment and dedication of its staff. There is strong and positive parent and community feedback about this. In 2016 the leadership team consisted of Principal, Assistant Principal and 2 x Leading teachers who had a .9 teaching role with a class (they were released for one afternoon each week).

### Framework for Improving Student Outcomes (FISO)

#### EXCELLENCE IN TEACHING & LEARNING

- Building practice excellence
- Curriculum planning and assessment

In 2016 there was improvements in the school numeracy and writing achievement data. This centered on targeted teaching and action-oriented staff professional learning in writing and numeracy. A more effective whole approach to the teaching of writing and numeracy also measured high impact in improving student outcomes and engagement.

#### POSITIVE CLIMATE FOR LEARNING

- Empowering students and building school pride.

During the 2016 school year, the school continued to embed practices for students to have a voice in their learning and for parents and carers to be engaged and understand the learning progress of their children and how to effectively support them to learn. Examples of this include the provision of regular communication and detailed information to parents / carers about school programs, activities and events, home-school partnership program, student led 3 Way conferences, Year 6 Action teams and Principal for a Day initiative.

### Achievement

The student achievement learning goal for 2016 was to foster the achievement of high quality educational outcomes for all students with a particular focus on mathematics, writing and spelling. Student learning growth from Year 3 to Year 5 over a three year period 2014-2016 was strong in writing and numeracy and good in spelling, but not as strong in reading. The Year 5 to Year 7 learning growth in reading, writing and numeracy from 2014-2016 and 2013-2015 was strong, and exceeded the state growth in each area over this two year period.

In 2016, both the Year 3 and Year 5 NAPLAN four year average reading and numeracy results indicate that our school performed well above the median level for Victorian government schools. These four year average results also indicate that our school achieved results that place it in the top 20% of Victorian government schools.

All students with a disability (PSD) showed satisfactory or above progress in achieving their individual goals.

These results indicate clear improvements in student achievement in numeracy and writing over recent years. Targeted and action-oriented staff professional learning in writing and numeracy, has had a significant impact. The continuing strategy of a school improvement and management team with a distributed leadership model, professional learning teams and close monitoring of student learning has also contributed to improved student learning.



The school review of the 2013-2016 period identified the need for a continued focus on the implementation and assessment practices of numeracy and writing (unfinished business) as well as a renewed focus on reading and speaking and listening across the whole school

### Curriculum Framework implemented in 2016

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

### Engagement

There was a strong focus on building community confidence and the nurturing of the home/school partnership with a range of parent engagement activities, information and opportunities for involvement in their child's learning.

Student engagement in their learning was evident across the school and this was supported by student focus groups and a range of school based feedback surveys completed by students at all levels across the school. However, the data from the Student Attitudes to School (SATS) survey administered in Years 5 and 6 indicated that students were not always as positive about their learning when compared to other schools.

Feedback from the parent opinion surveys indicated progressive improvement over the review period with many of the indicators significantly above state means.

The school staff survey improved continued to improve and strongly endorses the view that there is a strong and positive, student-focused school culture being built at KPS.

In 2016 our school recorded an absence rate that was similar to those "Like Schools" which we are compared to. The school continues to regularly promote attendance and punctuality as a vital ingredient for school success. This is actioned through the weekly newsletter, reminder messages via the Skoolbag school app and at assemblies.

Overall, 2016 was a significant year for engagement with our school community. Our highly dedicated staff, a strong curriculum, improved resources and facilities and a proactive home school partnership all combined to build community confidence, overall satisfaction and engagement levels with our parents and community. It is expected that these results and associated actions will continue flow on to improved student survey data.

### Wellbeing

The 2016 Parent Opinion Survey indicated increased parent satisfaction levels. Significant positive feedback was also received from Prep parents around the transition program which was effectively implemented again. This continues to be a very important program for our school and has strengthened community confidence and wellbeing across our community.

Improved connectedness to school results in the student attitudes to school survey in 2016 indicate that specific actions implemented to address previous survey results are starting to have a positive impact. The 2016 results for this part of the survey are now at a similar level to "Like Schools" but are still at a lower level over a 4 year average 2013-2016.

In 2016 the student perceptions of safety elements have improved as compared to all Victorian government schools and is now in the middle 60% range of these schools. When compared to "Like Schools" the results are at a lower level.

The school developed effective pathways for PSD (Program for Students with a Disability) students. A detailed individual learning plan was developed for each student in this program and regular student support group meetings were conducted.

Overall the school has been promoted positively through the provision of different forums that provide a voice for all members of the community and events that brought the community together and enriched the home school partnership.





## 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><b>Enrolment Profile</b></p> <p>A total of 474 students were enrolled at this school in 2016, 231 female and 243 male. There were 21% of EAL (English as an Additional Language) students and 0% 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>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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</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><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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Lower</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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>32%</td> <td>51%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>66%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>41%</td> <td>36%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>53%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>56%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	51%	17%	Numeracy	13%	66%	21%	Writing	24%	41%	36%	Spelling	27%	53%	20%	Grammar and Punctuation	25%	56%	19%	<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 year levels:   
 Result for this school: Median of all Victorian government primary year levels:

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. 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="561 824 1040 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>91 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	94 %	94 %	93 %	92 %	93 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	94 %	94 %	93 %	92 %	93 %										



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

# How to read the Performance Summary

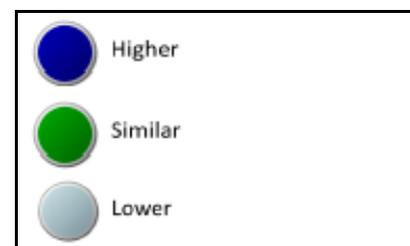
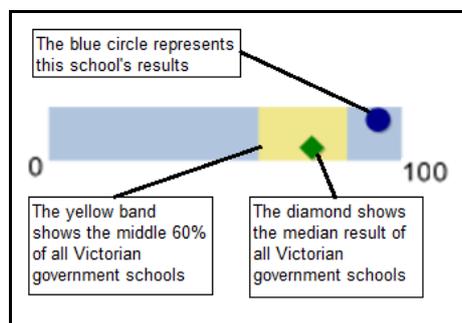
## What are student outcomes?

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

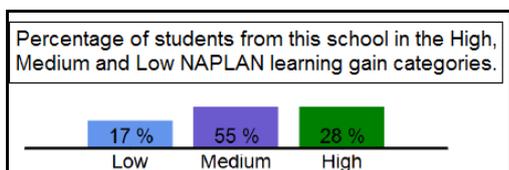
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



## What are the changes in student achievement?

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

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

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

## What is a School Comparison?

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

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

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

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

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

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

## What is the meaning of 'Data not available'?

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

## What is this school doing to improve?

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

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 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, 2016

Revenue	Actual
Student Resource Package	\$3,181,057
Government Provided DET Grants	\$370,067
Government Grants Commonwealth	\$12,379
Government Grants State	\$4,300
Revenue Other	\$37,883
Locally Raised Funds	\$811,176
<b>Total Operating Revenue</b>	<b>\$4,416,862</b>

Expenditure	
Student Resource Package	\$3,253,527
Books & Publications	\$10,264
Communication Costs	\$8,888
Consumables	\$115,996
Miscellaneous Expense	\$385,333
Professional Development	\$39,709
Property and Equipment Services	\$275,576
Salaries & Allowances	\$79,024
Trading & Fundraising	\$78,560
Travel & Subsistence	\$89
Utilities	\$35,345

**Total Operating Expenditure**      **\$4,282,310**

**Net Operating Surplus/-Deficit**      **\$134,551**

**Asset Acquisitions**      **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$248,314
Official Account	\$52,069
Other Accounts	\$141,451
<b>Total Funds Available</b>	<b>\$441,833</b>

Financial Commitments	
Operating Reserve	\$164,822
Maintenance - Buildings/Grounds incl SMS<12 months	\$60,000
Revenue Received in Advance	\$109,757
School/Network/Cluster Coordination	\$2,231
Provision Accounts	\$2,109
Repayable to DET	\$72,326
Other recurrent expenditure	\$30,496
<b>Total Financial Commitments</b>	<b>\$441,740</b>

In 2016, Kew Primary School used managed funds set aside in 2015 to address the SRP deficit. This does not reflect as income in 2016 as it was a balance carried forward from the 2015 net operating surplus (in lieu of a portion of a reduction of the quarterly cash grants). All funds have been expended or committed to subsequent years to support the achievement of educational outcomes.

In 2016 the school received additional \$10,700 as equity funding. This was used to subsidize the Targeted Additional Support @ Kew Program (TASK) consisting of reading intervention and reading recovery.

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.*