

2017 Annual Report to the School Community



School Name: Kew Primary School

School Number: 1075



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Signed 21 March 2018 at 11:36 AM by James Penson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Signed 20 April 2018 at 03:58 PM by Mic Wagner (School Council President)



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 high functioning learning community that inspires, engages and supports students to achieve their best and become active, compassionate, lifelong learners. This vision is driven by the C.A.R.E values of Community, Achievement, Resilience and Empathy.

In 2017, the school began a new strategic plan for the four year period 2017-2020. The goals of this plan are to improve student achievement in English and Mathematics across the school, improve student engagement in their learning and to develop a high functioning learning community.

Enrolment figures fluctuate during each year. The highest number of students during the 2017 period was 498 with the lowest being 473 at the commencement of the year.

In 2017, the SFOE was .1322 and the SFO was 0.1808. 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 2017 this was 21%.

Staffing consisted of 28 equivalent full time staff with a teaching role. The school also employed 14 Educational Support staff. The staffing profile has not significantly changed over recent years. Over 50% of staff are 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 2017 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)

Kew Primary School has been focused on the FISO Continua elements associated with Excellence in Teaching & Learning and in particular Curriculum Planning & Assessment and Building Practice Excellence. Our self-evaluation of these areas indicates that we are moving into the embedding level.

In 2017, major work included the documentation of a whole school Reading & Viewing curriculum plan. Extensive professional learning was delivered. This resulted in teaching teams further developing the capacity to challenge and improve each others practice as a collective responsibility. Each professional learning team routinely used data along with teaching and learning protocols.

2017 also saw a focus on the FISO element of Positive Climate for Learning: Empowering students and building school pride. A significant outcome was further commitment to an inquiry based learning model and successful application for candidacy into the International Baccalaureate Primary Years Program.

A broad range of strategies was delivered to increase the level of student agency and strengthen the home school partnership. These included a Student Representative Council managed by Year 6 Ambassador leaders, 3 Way Conferences and ongoing reporting through learning tasks on COMPASS.

Achievement

2017 student achievement data demonstrates ongoing, consistent improvements in numeracy and writing. This centred on targeted and action-oriented staff professional learning. NAPLAN learning Gain Year 3 – Year 5 was excellent with the school recording 56% high levels of growth in Numeracy, 55% high growth in Writing and 47% high growth in reading. Pleasingly medium levels of growth were above 31% in all areas whilst low growth was 12% for Numeracy, 14% for writing and 21% for reading.

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.

The percentage of students assessed through teacher judgement as working at or above age expected standards in English and Mathematics was at a similar level to the schools compared with.

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



The school will strive to ensure that all students achieve a minimum of 12 months learning growth in every school year from Prep through to Year 6. This will be achieved through building on existing high practice, ensuring more consistency of the “High Impact Teaching Strategies” and maintaining a relentless focus on student learning in literacy and numeracy.

Engagement

In 2017, there was a strong focus on student engagement. This included providing a richer inquiry based learning environment, together with high impact teaching and learning practices, where students were active learners who collaborated, explored and made connections. This impacted positively on student survey data. Examples include: 90% positive endorsement “Effective Teaching Practice for Cognitive Engagement”, 90%+ positive endorsement in all areas associated with “Social Engagement” and 86% positive endorsement for “Stimulating Learning”.

Feedback from the Parent Opinion Survey indicated high percentages of positive endorsement and all indicators were above Similar and Network Schools. This includes 90% positive endorsement “Connection & Progression”, 87% positive endorsement “General Satisfaction”, 86% positive endorsement “School Ethos & Environment”, 86% positive endorsement “School Support” and 81% positive endorsement “Parent Community Engagement”.

The School Staff survey endorses the view that there is a strong and positive collective focus on student learning, efficacy and responsibility. (Collective Focus on Student Learning 92% positive endorsement, Collective Efficacy 86% positive endorsement and Collective Responsibility 94% positive endorsement). This survey also supports the strong culture of parent and community involvement with a 90% positive endorsement in this specific area.

The school recorded more average number of student absence days than comparison schools during 2017. The 4-year average for student absence is at a similar level to comparison schools. The school will continue to regularly promote attendance and punctuality as a vital component for school success. This will be actioned through the weekly newsletter, reminder newsfeeds via COMPASS and at parent events.

Wellbeing

The 2017 Student Attitudes to School – Sense of Connectedness results indicated that the school sits well above the median for all Victorian Government Primary Schools. This result is higher than in previous years and is evidence that the specific actions implemented to address previous survey results has had a positive impact. The data is now at a similar level to comparison schools and is tracking into the top 20% of schools range.

In 2017 the Student Attitudes to School – Management of Bullying result sat above the median for all Victorian Government Primary Schools and at a similar level to comparison schools.

The school delivered 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, in 2017 the broad range of school survey data indicates high levels of staff, student and parent satisfaction in the area of wellbeing. There is a strong culture of connectedness and community. This is demonstrated by the wide variety of forums that provide a voice for all members of the school and processes and events that enrich the home school partnership.

For more detailed information regarding our school please visit our website at
www.kewps.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 485 students were enrolled at this school in 2017, 229 female and 256 male.</p> <p>21 percent were EAL (English as an Additional Language) students and 0 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> Lower</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> Lower</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 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>33%</td> <td>47%</td> </tr> <tr> <td>Numeracy</td> <td>12%</td> <td>33%</td> <td>56%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>31%</td> <td>55%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>63%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>50%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	33%	47%	Numeracy	12%	33%	56%	Writing	14%	31%	55%	Spelling	20%	63%	18%	Grammar and Punctuation	18%	50%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary 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> <table border="1" data-bbox="553 913 1036 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>91 %</td> <td>93 %</td> <td>91 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	91 %	94 %	93 %	93 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	91 %	94 %	93 %	93 %	91 %										



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>	Similar
<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>	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, Kew Primary School used managed funds set aside in 2016 to address the SRP deficit. This does not reflect as income in 2017 as it was a balance carried forward from the 2016 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.

Equity funding was used to subsidise the range of support programs delivered including reading intervention and English as an Additional Language (EAL).

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,261,389	High Yield Investment Account	\$166,290
Government Provided DET Grants	\$396,132	Official Account	\$115,190
Government Grants Commonwealth	\$2,562	Other Accounts	\$66,923
Government Grants State	\$19,821	Total Funds Available	\$348,403
Revenue Other	\$54,168		
Locally Raised Funds	\$915,344		
Total Operating Revenue	\$4,649,416		
Equity¹			
Equity (Social Disadvantage)	\$11,063		
Equity Total	\$11,063		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,317,112	Operating Reserve	\$177,787
Books & Publications	\$8,633	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
Communication Costs	\$14,969	Revenue Received in Advance	\$85,779
Consumables	\$99,960	School/Network/Cluster Coordination	\$2,426
Miscellaneous Expense ³	\$393,209	Provision Accounts	\$1,956
Professional Development	\$29,504	Repayable to DET	\$55,723
Property and Equipment Services	\$575,439	Other recurrent expenditure	\$14,733
Salaries & Allowances ⁴	\$122,683	Total Financial Commitments	\$348,403
Trading & Fundraising	\$78,113		
Utilities	\$40,537		
Total Operating Expenditure	\$4,680,159		
Net Operating Surplus/-Deficit	(\$30,743)		
Asset Acquisitions	\$0		

(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.