



**Kew Primary School  
No 1075**

**2007 Annual Report to the  
School Community**



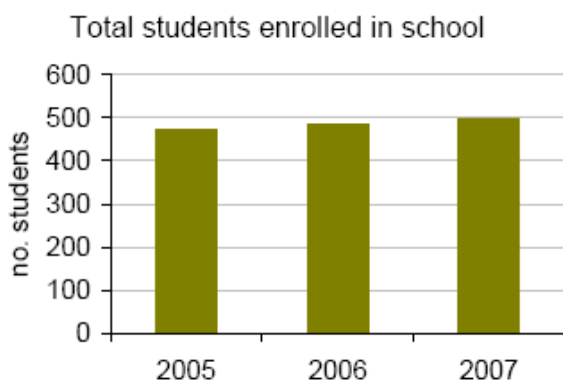
## School Overview

Kew Primary School has occupied its site in the eastern suburbs of Melbourne since 1870. The approximate enrolment of 500 students, represent a diverse range of socio-economic, cultural and language backgrounds. The school has been assigned by the Department of Education and Early Childhood Development (DEECD) a School Family Occupation Index at 0.18, which indicates a high SFO percentile thus a high socio-economic status. This is reflected in the main core of the student body. Students at Kew Primary School generally come from a background that highly values education. Thus students present at school with positive attitude towards learning, which challenges the school to provide an appropriate program which encourages and enables students to reach their full potential.

The school's aim is to develop positive student attitudes to learning which is best demonstrated by increasing independent learning skills. Kew Primary School provides a comprehensive curriculum program based on the Victorian Essential Learning Standards. The teaching and learning program is enhanced by the embedded practice of developing of thinking skills, a program that has been in place since 2001. The classroom program is enriched by the provision of a broad range of specialist teaching programs.

The 2004 - 2007 School Charter set specific targets in relation to Literacy, Numeracy, Student Engagement and Staff well-being. The outcomes of these targets are reported later in this document.

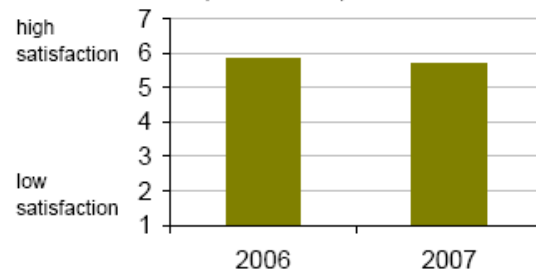
### Student enrolment



This graph indicates the continued trend of increasing enrolments each year. Management of this trend has included a recent agreement between the school and Eastern Metropolitan Region to cap enrolments at 500 students.

### Parent Satisfaction

Parents' satisfaction with this school  
(average score on scale of 1 to 7, where 7 is best possible score)



Parent satisfaction continues to be high, however more accurate data would be available if we achieved a higher return rate.

Teacher Satisfaction - The average score for teacher satisfaction (morale) at this school was 75.6 on a scale from 0 to 100.

Teacher Absence - The average total number of days absent per teacher was 3.96 days for 2007. The state median was 5.61 days.

Teacher Retention - Of the 35 teaching staff at Kew Primary School at June 2006 (including those on leave without pay), 32 or 91% were still at the school at June 2007. The figure across all Government schools was 86%.

**Teacher participation in professional learning –** All teaching staff have participated in professional learning throughout the year, including;

- ◆ Teacher Professional Leave program - Year 5 teachers focus on digital learning
- ◆ Induction / Mentoring program for Beginning or Returning teachers
- ◆ Teaching and Learning Management team – leading curriculum development at Kew Primary School
- ◆ Educational Consultants - Kathy Walker (developmental curriculum), Ernie Pietsch (Innovations and Excellence Educator)
- ◆ ACEL National conference
- ◆ EMR collaborative teacher project
- ◆ Ongoing professional learning through association with networks and clusters of schools including ; Innovations and Excellence, Curriculum Networks, etc.

**Teacher Qualifications –** All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching.

## Student Progress & Achievements

### Student Learning

Kew Primary School prides itself on consistently achieving above expected levels in literacy and numeracy against the State Benchmarks. Whilst we consistently reach these benchmarks, it is vital that we continue to lift our own expectations of students reaching at or above expected levels in literacy and numeracy.

Analysis of student performance in the *Writing* area of Literacy, gave rise to an observation of the school's approach to the teaching of writing skills. Early Years data indicated a lower than expected outcome, while the later years indicated a much higher level compared to state benchmarks. It is recognised that the school does not place a heavy focus specifically on writing at the early stages of education, however the strong focus on reading and overall educational and social development at this level, strongly supports the appropriate development of writing skills during the full period of a student's time at Kew. This is supported by the data below.

The following table represents Kew Primary Schools targets in the percentage of students reaching above expected levels in writing and the percentage actually achieved in 2007. This percentage is based on teacher assessed data against standards as indicated by the Victorian Essential Learning Standards (VELs).

#### Writing – Percentage of students reaching above expected levels

|        | KPS targets | Achievement |
|--------|-------------|-------------|
| Prep   | 25%         | 33%         |
| Year 2 | 25%         | 20%         |
| Year 4 | 24%         | 27%         |
| Year 6 | 32%         | 35%         |

This high achievement of standards is also reflected in the Achievement Improvement Monitor (AIM) data for writing. 2007 AIM Writing for Year 3 and 5 shows the median significantly above both like schools and statewide comparatives. In fact it is remarkable to note that both groups bottom 10% almost match the statewide median.

#### Literacy- Reading

Kew Primary Schools continues to attain high student achievement levels in reading. The school had a prep reading target of

- 87% of Prep student score 90-100 % reading accuracy at level 5. (2007 outcome 87.5%)

This consistency in reaching high levels of reading achievement is demonstrated through the Prep-Year 2 Reading Assessment data. This assesses the accuracy of reading an unseen piece of text. The following table indicates the percentage reading at 90% or above accuracy compared to Statewide Benchmarks (SWB) in 2007.

|                             | Kew PS | SWB  |
|-----------------------------|--------|------|
| <i>Prep (text Level 5)</i>  | 87.5   | 80.4 |
| <i>Yr 1 (text level 15)</i> | 98.7   | 86.7 |
| <i>Yr 2 (text Level 20)</i> | 98.6   | 94.8 |

#### Literacy / Numeracy (AIM data)

Kew Primary School set a target of AIM data to indicate growth of one VELs level for matched cohort over two year period in reading and number. In 2007 we reached this target of 1.0 growth over a two year period in reading and excelled the target with a growth of 1.3 in number.

#### Reading

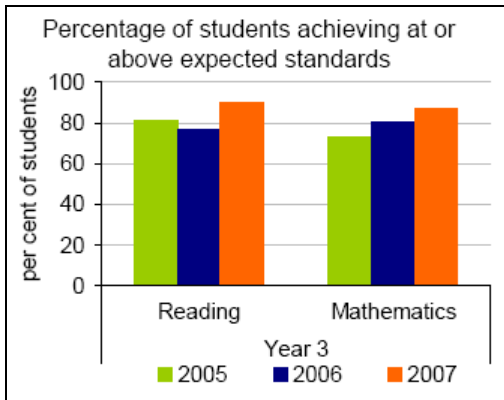
|      | School Mean |
|------|-------------|
| 2005 | 2.5         |
| 2007 | 3.5         |

#### Number

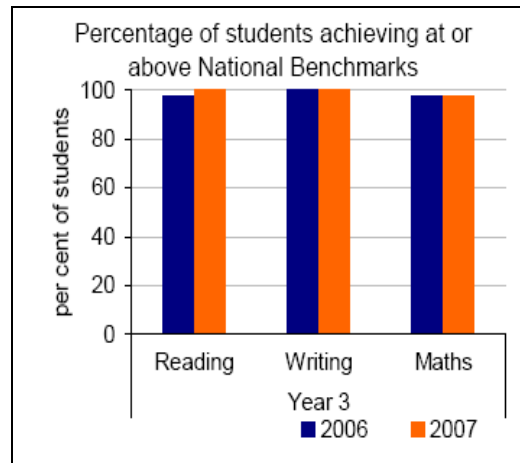
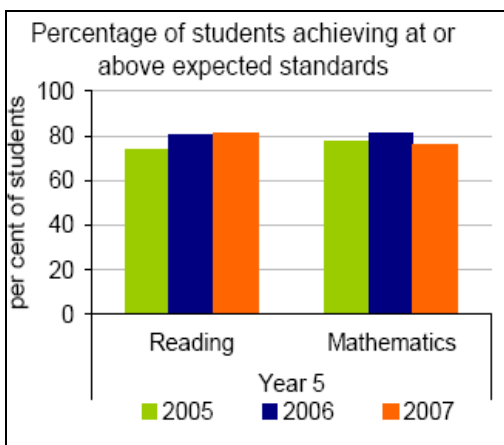
|      | School Mean |
|------|-------------|
| 2005 | 2.3         |
| 2007 | 3.6         |

This value added achievement result is also reflected in the following graphs which indicate student achievement at or above expected levels in AIM assessed literacy and numeracy standards.

**Percentage of students achieving at or above expected standards** – The two graphs below indicate the percentage of students achieving at or above expected levels in reading and mathematics for both Years 3 and Years 5 as indicated by the Achievement Improvement Monitor Program (AIM). Students in these year levels participate in a 'one off' test, at the same time each year, in literacy and numeracy which is both centrally and locally assessed.



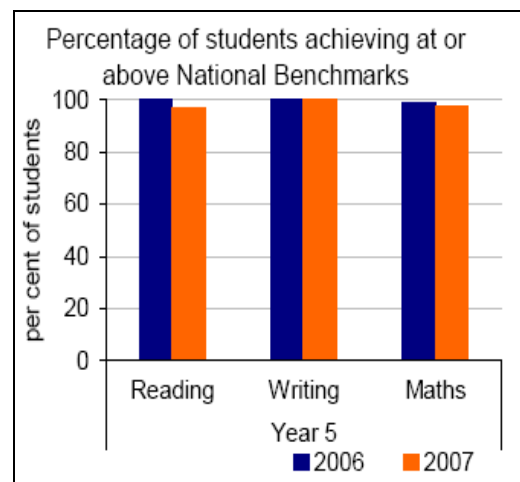
Percentage of students achieving at or above National Benchmarks – The school's collation of both internal and external assessment of student performance, predict that the school would expect to find a high percentage of students achieving at or above national benchmarks. The charts below indicate this expectation has been achieved.



All data indicates a high level of performance for students in Year 3 and 5 when compared to state benchmarks.

To have approximately 80% of all students in Year 3 and 5 achieve at or above expected benchmarks is an outstanding outcome.

Further analysis of school data does show a significant percentage of students performing above expected levels. For example in Year 5 number 44% of students were assessed as being above the expected level. For Year 3 students the figure was 31%. In Reading 24% of Year 3 students were assessed as performing above their expected level, while 46% Year 5 students were assessed as being above their expected level.



This data reinforces earlier comments made in this report: that our students present us with the challenge of providing an appropriately rigorous teaching and learning program.

All data indicates a very high level of performance for students in Year 3 and 5 when compared to national benchmarks.

To have in excess of 90% of all students in Year 3 and 5 achieve at or above expected national benchmarks in Reading, Writing and Mathematics is an outstanding outcome. It is also worthwhile to note the consistency of results over the past four years.

## Student Pathways and Transitions

### Transition

The transition of individual students to and from Kew Primary Schools occurs on a number of levels.

#### Pre-school to school transition:

Since 2004 an average of 73 students have commenced their school life as Prep students at Kew PS.

The move from the pre-school or child care setting can be difficult for some students and thus can have a negative impact on learning experiences. The school has instituted a range of programs to support students and families as they commence school.

The range of strategies programs and communication methods is enormous as exemplified by:

- Communicating information to the community
- Information gathering on specific individual needs via parents, pre-school teachers etc.
- Providing tours and information evenings to prospective parents
- Open days/weeks
- Broad October orientation program over several weeks
- Special welcoming events for new families
- Formation of class groups
- Early generation of class contact lists
- Class reps organise parent social events
- Parent helpers in the classroom
- Supporting Special needs students

Anecdotally, the programs offered as part of the introduction to primary school, we know that parents and students come into the school feeling well supported and with individual transition needs recognised and met. Almost 100% of our pupils have attended pre-school. The Parent Opinion Survey in 2007 includes a General Satisfaction Scale Score 5.69 on a 7-point scale.

#### School to school transition:

Kew Primary School experiences a significant number of students enrolling and exiting throughout the year. In 2007, for example, 40% of our Year 5 students commenced school at Kew in or after

Year 2. This is a high figure and represents a high transitional population. Unfortunately comparative data is not available to state whether this is an exceptional or average figure. We suspect the former. Comparison of student achievement for groups of students who either commenced at Kew as a Prep, or joined the school in Year 2 or later, show a consistent under-performance by the latter group. This data deserves deeper analysis to enable the school to respond appropriately to the needs of students who change schools during their primary education years.

#### Primary to Secondary School Transition:

Kew PS provides significant support to families as their children move from the primary setting to secondary education. The range of secondary schools that have Kew students enter is large. In 2007 students entered 7 different state secondary schools, and 10 different private schools. This wide dispersal of students does create some issues for the school to manage in order to minimise any negative impact that primary to secondary transition may have.

This is achieved by:

- Continuous contact is maintained throughout the year with local secondary schools
- Appropriate contact with parents to advise on enrolment procedures etc.
- Use of school newsletters etc to provide timely Transition Information.
- Designated Transition Co-ordinator to oversee the process, providing individual counselling to parents and students.
- Visits from teachers and students from local feeder schools to provide information to students.
- Boroondara Focus Youth Services Secondary Transition Program conducted for all students in October
- Additional activities to support Transition were conducted by teachers and integrated into the classroom program. (e.g. "It's Okay to Say No").
- Providing opportunities for past students to provide advice and guidance to exiting students e.g. Year 7 students return to speak to class groups/Year 9 students undertaking community service, Year 10 students undertaking work experience.
- Coordination between Year 6 teachers and Year 7 teachers to pass on appropriate information about student learning needs.

**Intra-school transition:**

As students move through the school, it is important to ensure that all appropriate information on individual and group achievement is provided for all staff.

Various management processes are in place to support students as they progress from year to year in order to maximum student performance. The use of a student support database (eg EMR Literacy Guarantee database) is one such method and has provided inspiration to the school to automate student tracking within the school.

**Student Engagement and Wellbeing**

Student engagement and wellbeing continues to be a priority for Kew Primary School. Research indicates that healthy, happy and resilient students approach learning with a positive attitude which contributes to overall achievement success.

Kew Primary school offers a variety of programs to enhance the teaching and learning experience for all students that motivate and engage students in the world around them. We do this through providing programs such as:

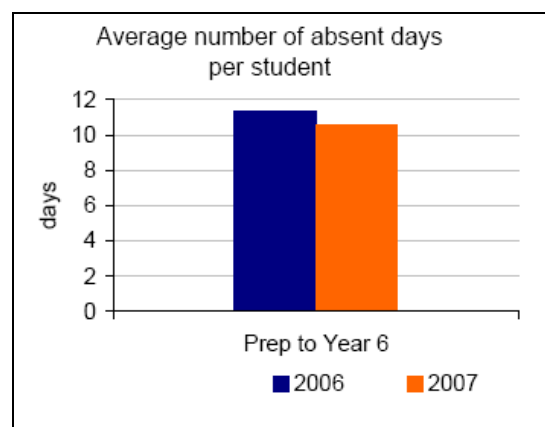
- School Productions
- School Band and Choirs
- Junior School Ball
- Creative Music programs
- Special events such as; Artists at School Week, Science Week, Book week, Pancake Day
- Interscholar Sports
- Sports clinics
- Tabloid Sports Days
- Athletics Carnivals
- Multicultural Events
- Yr 6 Leadership Program

The Yr 6 Student leadership training program recognises the valuable contribution that the Year 6 students make to the whole of the school. Each student is elected into a nominated group in which they develop ideas and run an event or a program for the rest of the school. These groups included School Captain, House Captain, Student Representative Council Elective Committee, Art Leaders, Library Leaders, French Leaders, Performing Arts Leaders and Environment Leaders.

The documented Student Well Being Strategy, which highlights the strategies and processes when working with student well-being issues, is available on the schools website. The Student Code of Conduct is distributed annually to the school community. The Student Well Being Strategy is well supported by the school's guidance officer and speech pathologist.

**Average number of absent days per student –**

The School had aimed to improve the attendance of children in 2007. The graph below indicates that we decreased the average number of days per student from 11.4 in 2006 to 10.6 in 2007.



The following table highlights the differences in average number of absent days per student across Year levels from 2006 to 2007. Year Prep to Year 2 and Year 5 and 6 have had a decrease in the average number of days, whilst Year 3 and 4 have increased.

**Average number of absent days per full time equivalent student 2006/ 2007**

| Year   | 2006 | 2007 |
|--------|------|------|
| Prep   | 13.6 | 11.2 |
| Year 1 | 11.7 | 10.1 |
| Year 2 | 10.7 | 10.2 |
| Year 3 | 9.6  | 11.1 |
| Year 4 | 10.5 | 11.6 |
| Year 5 | 12   | 10.8 |
| Year 6 | 10.6 | 9.4  |

While the Student Absence data is positive in terms of benchmark comparative, the 2004 - 2007 School Charter highlighted the issue of student late arrival as being an area of concern. Figures collected showed a consistent pattern of too many students arriving after the 9am commencement time.

Superficial investigation pointed out a number of factors associated with this frustrating data:

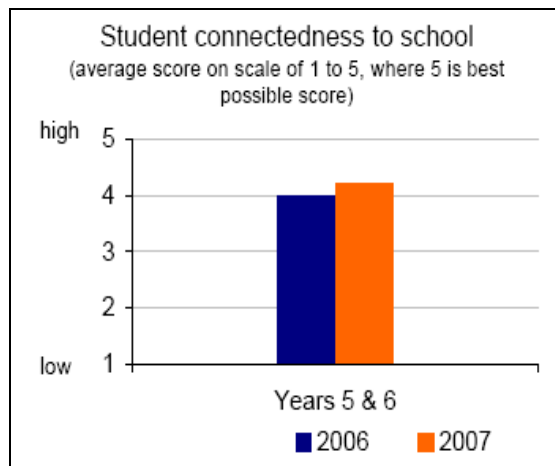
- Parents deliberately choosing lateness to avoid traffic congestion around the school
- Student engagement level
- A culture of accepting that being late was okay

Staff have consistently voiced concern at the difficulty that late arrivals cause within the classroom program. We have a demanding program to deliver, and the need to unnecessarily repeat instructions, re-do administrative tasks or address specific issues, all impact negatively upon teacher programs and thus student learning.

The target of reducing late arrivals to below 400 was achieved in 2007, however the staff still have concerns over this matter, as many students continue to arrive after normal commencement time.

#### Students' school connectedness

The Student Attitudes to School Survey is used to indicate student's connectedness to school. Both Year 5 and Year 6 students complete the survey at roughly the same time each year. The graph below indicates an average score for both Years 5 and 6 of 4.2 (where 5 is the best) for 2007. This is an improvement from 2006 which indicated an average score of 4. The school's target was 3.5, thus we have reached that target both in 2006 and 2007.



The table below analyses the student school connectedness further and compares data from Years 5 and 6 from 2006 and 2007.

#### Student Connectedness

| Group  | Year | 2006 | 2007 |
|--------|------|------|------|
| Year 5 |      | 3.8  | 4.42 |
| Year 6 |      | 3.8  | 4.07 |

The data indicates a higher mean in the Year 5 level than the Year 6. This could be attributed to the Year 5 teams focus on digital learning as part of their Teacher Professional Leave program. During that year students were able to learn about robotics, digital storytelling, claymation, digital portfolio's and participated in an Eastern Metropolitan Region film making competition. All of these programs were obviously highly engaging for students in this year level.

## Future Directions

2008 has already started as a vibrant and innovative teaching and learning year. This year we are undertaking our school review process, as we analyse and evaluate data since our last School Charter from 2004-2007. A new school strategic plan will be developed to take us into the next four years.

We have implemented many strategies to ensure that our children are given an education that is relevant to their needs, and will assist them in becoming active and successful participants in society. Some of the strategies, when observed individually may not seem important, but when observed as a whole, demonstrate a significant level of change to our learning and teaching program. Some of the strategies in our approach to curriculum provision and operational structure include:

- **Learning Resource Centre (LRC).** Converting the Library to an LRC was seen as a symbolic statement to our community. Having the IT lab re-locate to the LRC helps provide a great resource centre for all students to use.
- **Developmental practice.** Our Prep teachers, during 2007/2008 have been working with Kathy Walker on providing a more developmentally appropriate program

for the students in their first year of education.

- **Timetable modification.** In 2008 have introduced changes to the timetable to allow six teaching sessions to operate daily. Over the past few years we have operated five per day, but work commenced last year on investigating alternatives which provided the opportunity to increase the number of sessions.
- **Collaborative learning.** A direct result of the timetable adjustment is the provision of collaborative time for staff in 2008. The DEECD has challenged all schools to improve outcomes for students. One of the most obvious strategies to achieve this is to improve teacher capabilities. Study after study support the contention that it is the teacher who is going to have significant impact on a student's performance. Teachers working with and observing other teachers is an important element of improving teacher capability.
- **Teacher Professional Learning.** (TPL) Staff have taken advantage of DEECD funding to access leave to investigate specific areas of curriculum delivery. The Year 5 group in 2006/2007 utilised this opportunity to investigate the use of computer technology in the classroom. Further work to consolidate the gains made will continue in 2008 and beyond.
- **Year 6 learning.** We place great value of providing leadership opportunities for all Year 6 students, and we have wonderful examples of how the Year 6s work together to achieve this aim.
- **Professional Learning.** Staff are encouraged to, and provided with resources to participate in a wide variety of professional learning throughout the year.
- **Year 3 teaming.** 19<sup>th</sup> century buildings continue to reinforce the belief that student learning best happens within four walls of the classroom in isolation. The level 3 teachers have begun to discuss how they can best make use of their three adjacent classrooms as three flexible teaching spaces and even consider making greater use of the corridor in between, to provide withdrawal areas and other zones within their current teaching space.
- **Specialist program collaboration.** Specialists teachers being involved in

working with classroom teachers to provide greater background knowledge of students. Classroom teachers also have the opportunity to work with a specialist to gain a greater understanding of the specific curriculum being taught to enhance student learning.

- **Classroom dynamics.** The strategic placement of classes in close geographic proximity to each other was completed late last year in order to enhance teacher professional learning and opportunities for staff to work together in a variety of ways.
- **Integrated Learning.** We have spent considerable time addressing the provision of our curriculum to meet the needs of the students. Our Integrated Curriculum model was reviewed in 2006 with the assistance of external consultants. The Year 1 and 2 teaching team have led the implementation of an inquiry approach using the updated curriculum model, and are currently investigating a variety of strategies to ensure that all students benefit from this work.
- **Performance and Development Culture.** All of these small changes have resulted in an improved performance and development culture. It has allowed us the opportunity to think and investigate innovative ways of teaching students in the 21<sup>st</sup> century. Current brain research tells us that students continue to learn in a multi-modal manner. Our teaching spaces and practices need to continually reflect our greater understanding of research. As in medicine where doctors are expected to analyse and make use of the most recent research, it is important as educators that we continue to reflect upon, evaluate and learn the best practices of enhancing student learning for all.



## Financial Performance

| Financial Performance<br>for the Year ending 31st December, 2007  |                           |
|---|---------------------------|
| Revenue   | 2007 Actual               |
| DE&T Grants   | 335,353                   |
| Commonwealth Government Grants  | 36,867                    |
| State Government Grants   | 3,047                     |
| Other   | 36,114                    |
| Locally Raised Funds  | 551,457                   |
| <b>Total Operating Revenue</b>  | <b><u>\$962,838</u></b>   |
| <b>Expenditure</b>  |                           |
| Salaries and Allowances   | 267,171                   |
| Bank Charges  | 3,361                     |
| Consumables   | 131,851                   |
| Books and Publications  | 0                         |
| Communication Costs   | 12,094                    |
| Furniture and Equipment   | 18,730                    |
| Utilities   | 22,298                    |
| Property Services   | 209,573                   |
| Travel and Subsistence  | 0                         |
| Service provider (CRT)  | 12,871                    |
| Administration  | 3,237                     |
| Health and Personal Development   | 900                       |
| Professional Development  | 15604                     |
| Trading and Fundraising   | 93,473                    |
| Support/Service   | 22,250                    |
| Miscellaneous   | 136,749                   |
| <b>Total Operating Expenditure</b>  | <b><u>\$1,016,721</u></b> |
| <b>Net Operating Deficit</b>  | <b>53,882</b>             |
| <b>Capital Expenditure ( Cases 21 Finance Only)</b>   | <b>7670</b>               |
| Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package |                           |

NB: The high level of Miscellaneous Expenditure includes amounts related to school excursions and school camps.

| Financial Position<br>as at 31st December, 2007 |                            |
|---|----------------------------|
| Funds Available                                 | 2007 Actual                |
| High Yield Investment Account                   | 76,739.78                  |
| Official Account                                | 12,391.15                  |
| Library Trust Fund                              | 1,816.00                   |
| Buildings Maintenance Trust                     | 2,776.00                   |
| Bendigo Bank Investment Acct                    | 122,960.00                 |
| <b>Total Funds Available</b>                    | <b><u>\$217,222.93</u></b> |
| Financial Commitments                           | 2007 Actual                |
| Accounts Payable Control                        |                            |
| Camps/Excursions                                |                            |
| Building/Grounds including SMS                  |                            |
| Special Programs inc Student Services           |                            |
| Region /Clusters Funds                          |                            |
| Professional Development                        |                            |
| Music Room Building Project                     | 180,000.00                 |
| School Operating Reserve                        | 37,222.93                  |
| <b>Total Financial Commitments</b>              | <b><u>\$217,222.93</u></b> |

Budget targets as set by the School Council were generally met. It needs to be noted that the significantly higher surplus than anticipated is simply a result of the Music Room works not being completed during 2007. Only a small initial progress payment was made towards this program at the end of the year. The provision of this facility when will add a great deal of value to our already exceptional music program.

As has been the experience of previous years, the parent community at Kew continues to provide a significant level of financial contribution to the school's resources, all of which are utilised to support the extremely broad range of curriculum programs and activities provided for our students, and the consistently high level buildings maintenance and improvement program.

## School Contact Information

|                                  |                           |
|----------------------------------|---------------------------|
| <i>Address:</i>                  | Peel Street Kew 3101      |
| <i>Principal:</i>                | Graham R Pratt            |
| <i>School Council President:</i> | Peter Slifirski           |
| <i>Telephone:</i>                | +61 3 9853 8325           |
| <i>Email:</i>                    | kew.ps@edumail.vic.gov.au |
| <i>Web site:</i>                 | www.kewps.vic.edu.au      |

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the school office on 9853 8325.

