

2022 Annual Report to the School Community

School Name: Kew Primary School (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 Registration 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 of the previous calendar year 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.

Attested on 24 April 2023 at 04:02 PM by Peter Dewacht (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 04 May 2023 at 04:09 PM by Lou Duncan (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Kew Primary School serves the educational needs of families in a pleasant residential area of Kew which is located 8 kilometres from the city. The school was established in 1870 and is the oldest school in Kew. In 2022, Kew Primary School had an enrolment of 490 students including fifteen international students in straight grade structures, made up of 235 females and 255 males. The school is a dynamic learning community made up of a diversity of cultural and linguistic backgrounds. The background of students reflects a cultural and social diversity and it is expected that this will continue to be a feature of the school's demographics. In 2022 the school's Student Family Occupation (SFOE) density was rated low. There were 27 classroom and specialist teachers with a spread of experience from graduate to highly experienced teaching staff. The school had a staff of 36.8 full-time equivalent (FTE) staff which comprised of 2 Principal Class Officers, 23 Classroom teachers (includes 1 Leading Teacher and 1 Learning Specialist Teacher) 4.6 Specialist Teachers, 2.2 Enrichment teachers, 2.0 Education Support staff to support the educational programs at the school and 3 full-time equivalent in administration.

Specialist teachers provided expertise in the areas of Visual Arts, Performing Arts, French, Physical Education and Enrichment programs. A strong focus on all students achieving at least one year growth in one year in all areas of the curriculum exists throughout the school. As an authorised International Baccalaureate (IB) Primary Years Programme (PYP) World School, the English and Mathematics programs are complemented by engaging Programs of Inquiry that allow students to further develop understandings about the wider world. In 2022, Victorian schools were allocated funding to employ a tutor who provided extra learning support to students.

In 2022, staff were able to deliver student learning programs in all areas of the Victorian Curriculum with an increased focus on numeracy and student wellbeing as outlined through the 2022 state-wide priority goals. Our staff focused on planning and working collaboratively to teach and support all students at their point of need and in line with FISO. Throughout the year the school grappled with the challenges of student and staff absences related to the pandemic and other illnesses. There were a number of highlights throughout the year including the Visual Arts Festival, Lap-a-thon and Student Exhibition held in Term 4. In addition to the core curricula, extra-curricula programs were provided by way of an Instrumental Music Program, Excursions, Camps and regular activities such as Chess Club. The school provided high quality, registered programs for Outside School Hours Care, including Before School Care, After School Care (including Pupil-free Days) and Vacation Care.

The school continued to consolidate and build on the Professional Learning Communities (PLC) approach in 2022. PLC teams focused on collecting and investigating data and implementing the goals set out in the strategic plan with a focus on Literacy, Numeracy and student wellbeing. Kew Primary School is a vibrant school with a strong sense of community, student engagement and parent/carer participation. The school vision identifies our aim to be worthy learners who demonstrate CARE and understanding and make a positive contribution to the local and global community. The strength of school partnerships is demonstrated by high-level participation in School Council (and subcommittees), classroom assistance, and strong parent satisfaction as clearly expressed through a range of school forums. Staff and leadership actively focus on maintaining regular and positive communication with families.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the focus in the School Strategic Plan was centered on maximizing student learning performance and growth in English and Mathematics. The school focused on developing consistent pedagogical practice and effective collection and use of data through the implementation of Annual Implementation Teams and Professional Learning Communities (PLCs) at every year level. The school continued to evolve the Learning and Teaching model.

The teacher judgement data showed that in 2022:

97.4% of the students were working above the expected level in Reading, compared to similar schools at 95.6% and the average for the state was at 87%.

94.1% of the students were working above the expected level in Mathematics, compared to similar schools at 95.6% and the average for the state was at 85.9%.

The NAPLAN results showed strong results in 2022:

- 94.3% of year 3 students in top three bands in Reading.
- 84.3% of year 3 students in top three bands in Numeracy.
- 88.7% of year 5 students in top three bands in Reading.
- 73.4% of year 5 students in top three bands in Numeracy.

The school will continue to focus on all students achieving a minimum of 12 months learning growth in every school year from Prep through to Year 6. This will be achieved by building on existing practice in all areas and strengthening pedagogical practice in English and Mathematics.

Wellbeing

Kew Primary School continues to focus on creating a high functioning and positive learning community for all with a strong focus on wellbeing ensuring that our students are socially equipped to experience positive and respectful relationships.

The Student Attitude to School survey in 2022 indicated that:

- 74.1% of the students in Years 4-6 were positive (agreed or strongly agreed) about sense of connectedness which was similar to the 4-year average of 74.6%
- 76.5% of the students in Years 4-6 were positive (agreed or strongly agreed) about the Management of Bullying which was above the 4-year average of 71.8%

The Annual Implementation Plan (AIP) Wellbeing Team worked closely with the School Leadership Team in 2022 to review literature, engage in professional learning, collect and analyse data in order to develop, implement and evaluate programs to build wellbeing in the school. Kew Primary School continued to act as a lead school in the Resilience, Rights and Respectful Relationships program and has worked with a cluster of schools to implement the program. In addition, Kew primary School undertook research and professional learning to begin the implementation of the School Wide Positive Behaviors program. Planned lessons and whole school activities on problem solving, gratitude and resilience were taught to ensure students interacted positively with others. In addition, staff implemented regular Circle Time conversations in classrooms to identify and address issues as they arose. The Wellbeing team introduced CARE mornings once a term when students from P-6 in mixed age groups completed activities with a wellbeing focus.

The Prep/Year 5 buddy system also contributed to develop the social confidence of both Prep and Year 5 students and the buddy system continues between year 1 and 6 students.

Engagement

Kew Primary School is committed to providing a stimulating learning environment for all students by analysing data to be able to differentiate and teach all students at their point of need. Staff build strong relationships and connections with students and the community. The International Baccalaureate program offers authentic conceptual inquiry-based learning which allows our students to develop a deep understanding of issues and concepts that are important to them

93% of our students reported that the learning was differentiated and engaging, compared to similar schools at 82% and the average state at 84%.

Absences are monitored on our student portal and any unexplained absences are followed up with the families by either phone calls or emails. A number of students had absences of five days as they were impacted by COVID and families were diligent in letting the school know. Any families needing additional support are referred to the guidelines outlined by the Department of Education or a referral is made to the paraprofessionals.

Our year 4 - 6 students attend camps and they were able to proceed after the last two years impacted by lockdowns and camps provide a way for students to connect with their peers and teachers in a relaxed environment.

Financial performance

The school was able to finish the year with a small operating surplus as a result of careful financial resource management throughout the year. The major financial challenges in 2022 was to fund replacement staff as a result of the ongoing and lingering effects of the COVID pandemic and a reduction in voluntary contributions. The school council has in place contracts for organisations that hire the facilities which includes out of school hours care, sporting and musical programs. The school benefited from grants provided by DET to finance the Tutor Learning Initiative. The school received just over \$10,000 in Equity (social disadvantage) funding to support students and their families experiencing financial hardship.

For more detailed information regarding our school please visit our website at
<https://www.kewps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 487 students were enrolled at this school in 2022, 228 female and 259 male.

19 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

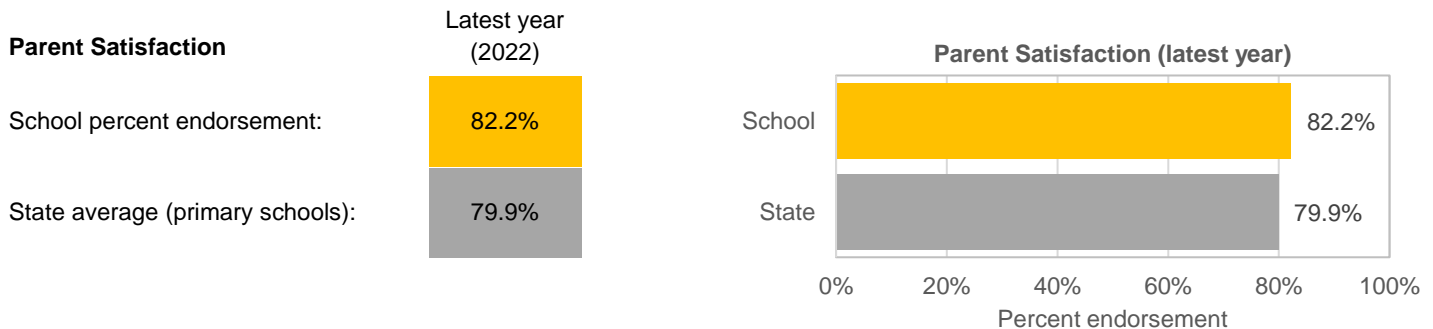
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

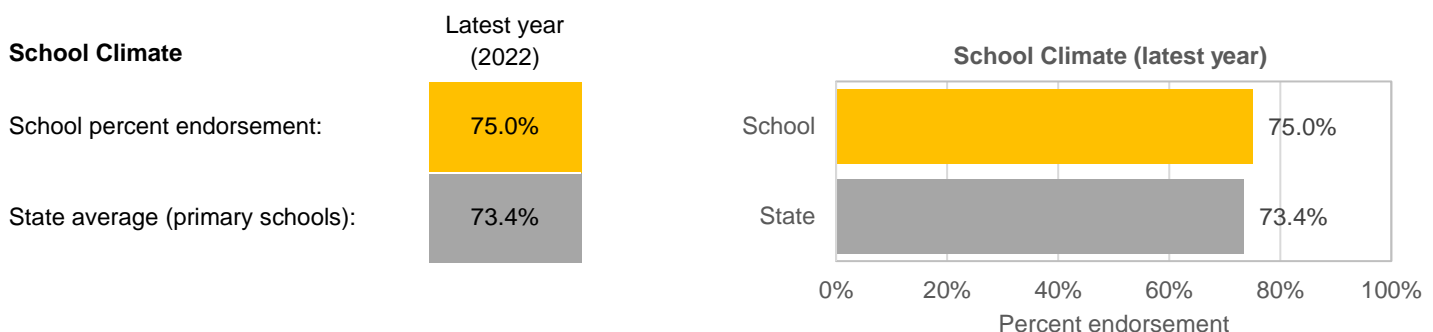


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

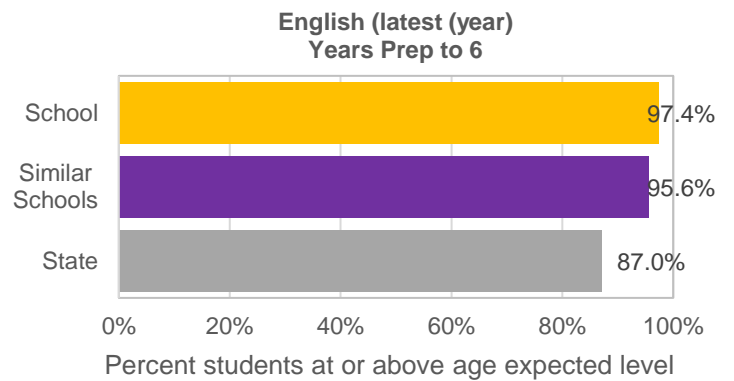
97.4%

Similar Schools average:

95.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

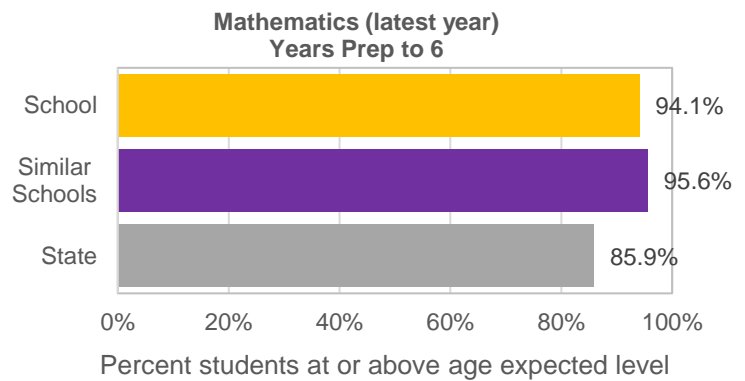
94.1%

Similar Schools average:

95.6%

State average:

85.9%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

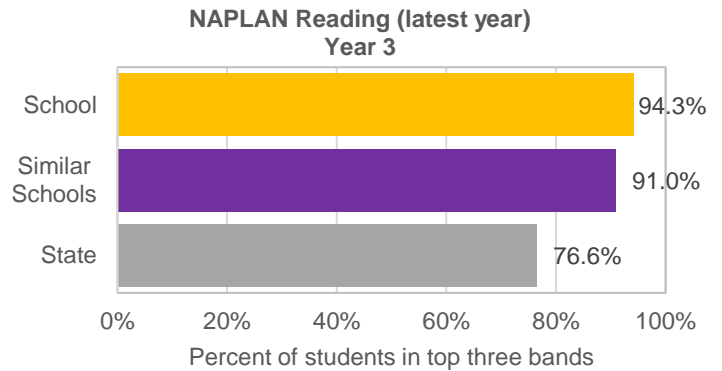
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

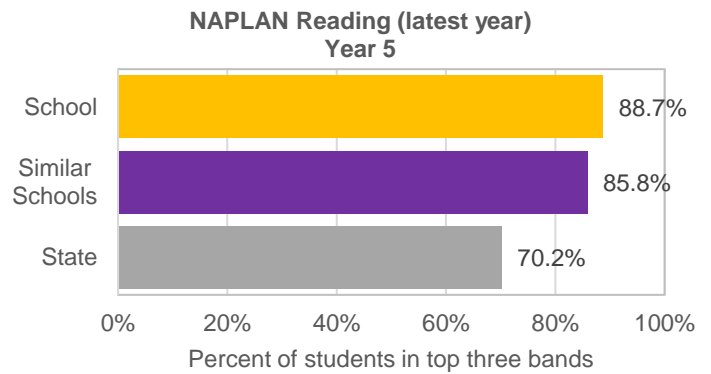
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.3%	94.9%
Similar Schools average:	91.0%	90.1%
State average:	76.6%	76.6%



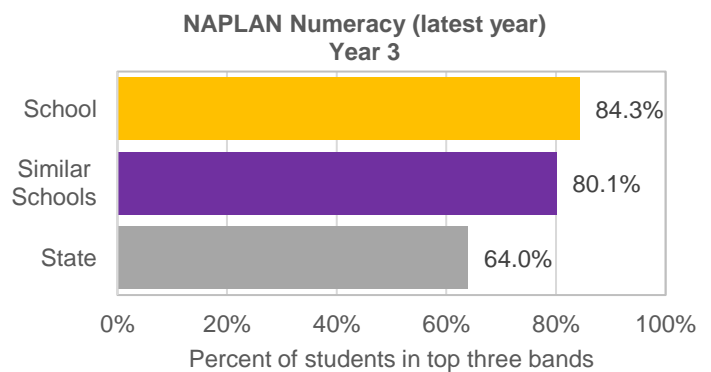
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.7%	80.4%
Similar Schools average:	85.8%	85.1%
State average:	70.2%	69.5%



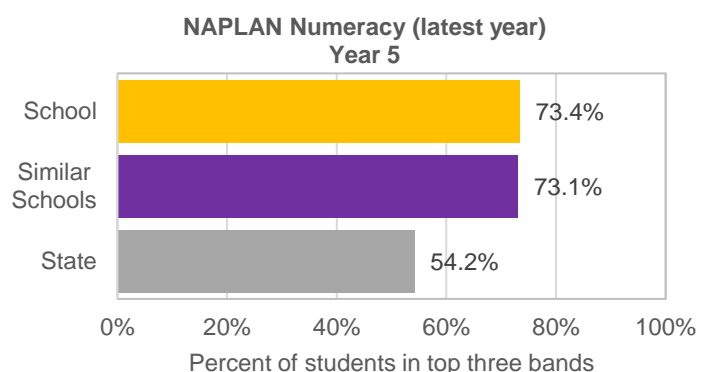
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.3%	87.4%
Similar Schools average:	80.1%	82.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.4%	71.0%
Similar Schools average:	73.1%	77.4%
State average:	54.2%	58.8%



WELLBEING

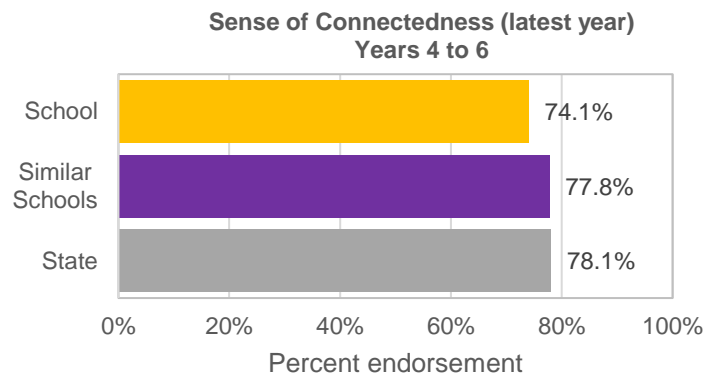
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	74.1%	74.6%
Similar Schools average:	77.8%	79.3%
State average:	78.1%	79.5%

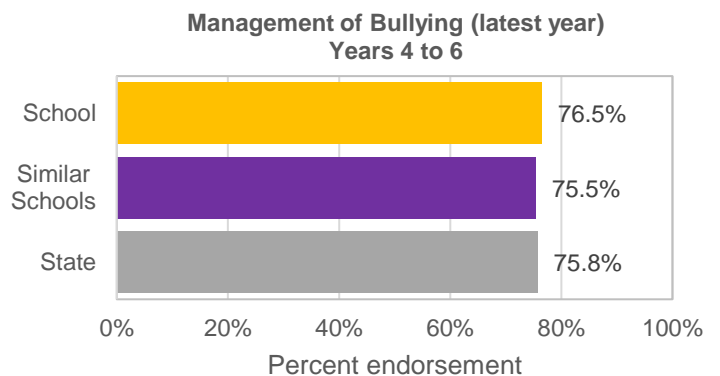


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.5%	71.8%
Similar Schools average:	75.5%	77.5%
State average:	75.8%	78.3%



ENGAGEMENT

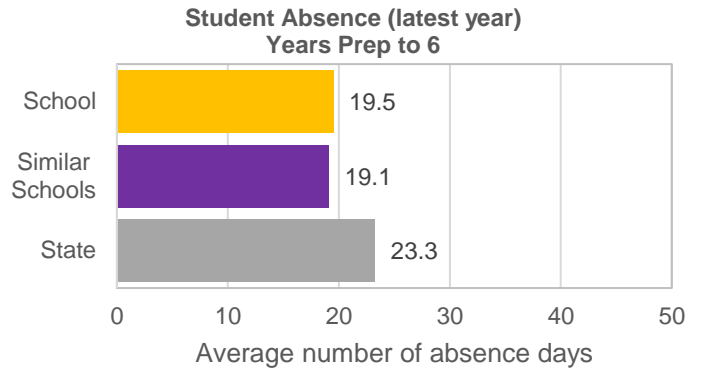
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.5	14.3
Similar Schools average:	19.1	13.2
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	90%	90%	91%	90%	90%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,988,471
Government Provided DET Grants	\$453,800
Government Grants Commonwealth	\$2,850
Government Grants State	\$19,784
Revenue Other	\$11,459
Locally Raised Funds	\$645,254
Capital Grants	\$0
Total Operating Revenue	\$5,121,617

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,336
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,336

Expenditure	Actual
Student Resource Package ²	\$3,895,595
Adjustments	\$0
Books & Publications	\$6,468
Camps/Excursions/Activities	\$219,236
Communication Costs	\$21,998
Consumables	\$98,942
Miscellaneous Expense ³	\$44,534
Professional Development	\$14,477
Equipment/Maintenance/Hire	\$69,663
Property Services	\$35,799
Salaries & Allowances ⁴	\$249,388
Support Services	\$339,069
Trading & Fundraising	\$20,926
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$50
Utilities	\$48,044
Total Operating Expenditure	\$5,064,189
Net Operating Surplus/-Deficit	\$57,428
Asset Acquisitions	\$7,419

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$463,881
Official Account	\$35,239
Other Accounts	\$148,965
Total Funds Available	\$648,085

Financial Commitments	Actual
Operating Reserve	\$189,554
Other Recurrent Expenditure	\$0
Provision Accounts	\$3,109
Funds Received in Advance	\$38,850
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$372,572
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$604,085

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.