

# 2016 Annual Report to the School Community



School Name: Kent Park Primary School

School Number: 5082

Name of School Principal:

ALISON MACAULEY

Name of School Council President:

JOSEF BORTIGNON

Date of Endorsement:

24<sup>th</sup> APRIL 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

During 2016 Kent Park Primary School consolidated their strong commitment to the implementation of the Victorian Curriculum and the Education State targets and priorities. Through adopting a more Visible Learning approach (based on John Hattie's research), personalized learning continued to be a strong teaching and learning focus at the school. Students from Foundation to Year 6 were consistently provided with opportunities to direct and clearly understand their learning, through individual goal setting and clear expectations.

In 2016 the school had 30.75 equivalent full-time staff: 2 Principal class, 23.5 teachers and 5.25 Education Support staff. The student enrolment was 432 with 300 families. The dedicated and professional teaching teams delivered excellent learning programs in the 20 classes and the Performing Arts, Visual Arts, Physical Education and LOTE - Japanese specialist programs.

The strong partnership between the staff, parents and the wider school community was due to the level of parent participation and support in classrooms and extra-curricular activities, School Council and the facilitation of the Canteen and Uniform Shop.

The school community's ongoing commitment to providing a safe, secure and engaging learning environment was imperative to the growth and wellbeing of the students throughout 2016. The staff worked together as a **professional learning community**, intent on tracking and monitoring student growth to identify student point of need and explicitly plan for precision teaching. The emphasis on building positive relationships was strengthened and affirmed by the introduction of the TRIBES agreements, and embedment of the KidsMatter and Restorative Practices approaches. Our students continued to develop as **curious, resilient, resourceful, empowered and reflective thinkers and learners**.

### Framework for Improving Student Outcomes (FISO)

The 2016 AIP Plan for Kent Park PS focused on the following initiatives and key improvement strategies:

Building practice excellence -

- To embed a whole school model of collaborative expertise to maximise student growth and minimise the variance in our teaching practice
- To strengthen teacher capacity for a deeper understanding of visible learning and the high impact it has on educational purpose and student growth

Setting expectations and promoting inclusion -

- To facilitate a whole school inquiry approach to teaching and learning that increases student voice and engages students in a personalised, purposeful and engaging learning
- To expand teacher capacity and skills through a review of behavioural expectations and consistent use of social and emotional learning approaches to develop a coordinated approach to positive student learning and behaviour

### Achievement

The school's **priorities and initiatives** have been clearly identified as a result of the 2016 **Self - Evaluation and Peer Review**. The school ascertained that it is fundamental to build a **sustainable leadership structure** to ensure whole school improvement.

The role of the **Whole School Improvement** team (established In December 2015) will be to *continue to lead* the implementation of the **KPPS Instructional Model**.

The whole school Instructional Model will continue to

- support the school in continuing to develop a **shared language** and **clear understanding** about **best practice** and how to **maximise student learning outcomes**
- support **teacher reflection** and inform the professional learning needed
- engage and motivate teachers to **passionately consider how their teaching practice can best support student learning**
- ensure a **consistent approach to the teaching** of English and mathematics F to 6.



The identified key to improving student performance is to *sustain a clear focus on achieving the expected learning growth and performance for all students, through setting and establishing annual three tier effective growth targets for English and mathematics (as per 2017 to 2020 School Strategic Plan)*.

The 2016 Foundation to Year 6 Student performance data in Literacy and Numeracy measured by the teacher assessments (VIC CURRICULUM) indicated that students at Kent Park Primary School were performing slightly above the median, at the top end of the middle 60% of Victorian schools, and at a comparable level to schools with similar background characteristics.

The 2016 Year 3 NAPLAN data for Reading was well within the range for the middle 60% of Victorian Government Primary Schools. Whilst the % of students in the top 3 bands of testing was lower than similar schools, this specific cohort of students will continue to be carefully monitored, focusing on tracking individual student learning growth, and providing targeted intervention to consolidate their relative learning gain by 2018.

The 2016 Year 3 NAPLAN data for Numeracy was similar to students with comparable background characteristics and within the range of the middle 60% of all Victorian Government schools. However, as for Reading the % of students in the top 3 bands of testing was lower than similar schools. This cohort of students will continue to be carefully monitored, focusing on tracking individual student learning growth and providing targeted intervention to consolidate their relative learning gain by 2018. Problem solving will continue to be a targeted teaching focus for F to Year 6 students.

The 2016 Year 5 NAPLAN data for Reading and Numeracy was well within the range for the middle 60% of all Victorian Government schools and comparable to schools with similar background characteristics.

The Literacy and Numeracy Professional Learning and Year Level Teams will continue to carefully moderate and monitor student skill levels to explicitly plan for targeted intervention F to 6.

**Curriculum Framework implemented in 2016**

(please mark the relevant box with an X by double clicking in the box)

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

**Engagement**

When students are cognitively, emotionally and behaviourally engaged with their schooling, learning outcomes will improve. Our focus is to strengthen student engagement in their learning and develop creative, curious and motivated learners. The school will continue to focus on problem solving and critical thinking by planning challenging tasks that align with the Victorian Curriculum. During 2017 the KPPS Whole School Improvement Team will be actively involved with a Knox Network project which will provide schools with a resilient and networked approach to **Curiosity and Powerful Learning**. The hallmarks of this new approach are:

- A diversification of professional learning forms and presenters with a focus on providing a thorough understanding of the foundations of CPL
- Collaboration within and between CPL networks including mentoring, research and shared resources
- Facilitation of inter-school sharing and observations opportunities
- A truly inside-out approach to school improvement.

2016 Student Absences -The number of student absence days from Foundation to Year 6 ranged from **11.9 to 14.3** (with an average of 14 days) in **2016**. There was also a steady increase in **unapproved absences** in Years 1, 4 and 6. Relative to the similar schools group, our school's result was similar to the results for primary schools with similar characteristics. However, we need to continue to ensure that attendance is closely monitored and meticulous tracked by the teachers to enable us to ascertain reasons for absences and decrease the %. Teachers will continue to contact parents immediately if patterns of absenteeism are identified, with or without explanation, and work in partnership with them to improve attendance and enhance engagement.



The use of the passtab communication tool for tracking and recording lateness has been effective, in terms of lateness records being closely monitored, resulting in more consistent punctuality and less disruption to student learning at the beginning of the day. Year level teams will continue to collectively track and monitor attendance data to discuss and strategically plan support for individual students and families, particularly if consistent lateness is an issue.

With the introduction of COMPASS at the commencement of Term 2, 2017, accurate class attendance records will be readily available and strategically tracked by teachers, Principal Class officers and administrative staff to clearly identify student attendance issues and concerns. This will clearly assist with ascertaining the number of absences due to illness and extended family holidays.

The teachers continue to work tirelessly to promote strong home/school partnerships and enhance student engagement. Successful programs in place include strong preschool and secondary college transition programs and connections, whole school assemblies, performing and visual arts special community events (Special Persons' Day/Hat Parade, Book Week celebration, Green Day/Harmony, Pyjama Days, Carols), whole school and year level specific sporting programs and events (swimming, athletics, Hooptime), camps, incursions and excursions.

## Wellbeing

The Year 5 and 6 Students Attitudes to School - Connectedness to School data indicated that overall feelings of connectedness, engagement, enjoyment and wellbeing at the school were comparable to students with similar backgrounds and above the State data.

In 2016 the Student Wellbeing Program at Kent Park Primary School continued to build the skills and attitudes that our children needed to flourish as active and self-regulating global and community members. The introduction of the TRIBES agreements F to 6, aligned closely with the the KidsMatter approach, has continued to support student engagement and connectedness at school, and promoted whole child development and positive mental health and wellbeing. Consistent use of restorative practice strategies assisted in restoring and rebuilding confidence, and developing social competence and resilience. Restorative questions and responses were implemented when addressing ongoing behavioural issues.

During 2016 the school completed the 4 year eSmart school accreditation process. As an accredited eSmart school we will continue to familiarise the children and the community regarding cyber safety and anti-bullying strategies. Through the introduction and implementation of the KPPS Child Safe Policy in 2016 we will continue to raise awareness about the importance of all children feeling safe, happy and empowered.

Extensive opportunities for student voice and leadership and celebration of success and achievement were provided throughout 2016. Circle Time and class meetings provided forums for student voice across the school.

Student Leadership was fostered through the nomination and election of the school leaders, to include the Junior School Council. The 2016 school leaders proudly and competently assumed a leadership role throughout the year and attended student leadership forums. Opportunities for leadership ranged from school, sport, house, environmental, performing and visual arts, library and extra-curricular captains.

Kent Park Primary continued to provide an engaging, stimulating, challenging and safe learning environment for the whole school community.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## 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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 432 students were enrolled at this school in 2016, 207 female and 225 male. There were 6% of EAL (English as an Additional Language) students and 1% 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><b>Results: English</b></p> <p><b>Results: Mathematics</b></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 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> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>34%</td> <td>49%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>44%</td> <td>50%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>49%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>54%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>51%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	49%	17%	Numeracy	44%	50%	6%	Writing	39%	49%	12%	Spelling	30%	54%	16%	Grammar and Punctuation	30%	51%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	34%	49%	17%																							
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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="560 824 1043 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>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	93 %	93 %	93 %	92 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	93 %	93 %	93 %	92 %										



## 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><span style="color: green;">●</span> Similar</p> <p><span style="color: green;">●</span> Similar</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><span style="color: grey;">●</span> Lower</p> <p><span style="color: green;">●</span> Similar</p>

# How to read the Performance Summary

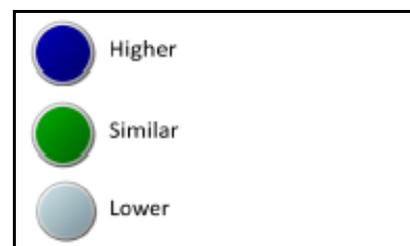
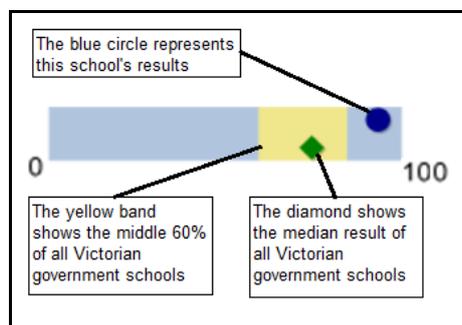
## What are student outcomes?

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.

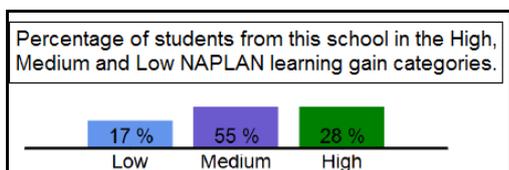
You can see these results for the latest year, as well as the average of the last four years (where available).

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

*Due to four MOD5 portables being removed during 2016 we have reserved funds to re-develop the grounds. These funds will be utilised during the 2017 school year.*

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,902,317	High Yield Investment Account	\$255,659
Government Provided DET Grants	\$323,104	Official Account	\$68,255
Government Grants Commonwealth	\$8,300	<b>Total Funds Available</b>	<b>\$323,914</b>
Government Grants State	\$300		
Revenue Other	\$34,137		
Locally Raised Funds	\$354,854		
<b>Total Operating Revenue</b>	<b>\$3,623,012</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$2,784,110	Operating Reserve	\$72,890
Books & Publications	\$715	Asset/Equipment Replacement < 12 months	\$30,000
Communication Costs	\$4,868	Capital - Buildings/Grounds incl SMS<12 months	\$85,000
Consumables	\$77,230	Maintenance - Buildings/Grounds incl SMS<12 months	\$65,000
Miscellaneous Expense	\$192,085	Revenue Received in Advance	\$62,938
Professional Development	\$18,425	School/Network/Cluster Coordination	\$8,086
Property and Equipment Services	\$147,317	<b>Total Financial Commitments</b>	<b>\$323,914</b>
Salaries & Allowances	\$145,583		
Trading & Fundraising	\$79,886		
Utilities	\$43,466		
<b>Total Operating Expenditure</b>	<b>\$3,493,684</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$129,328</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

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.*