2018 Annual Report to The School Community

School Name: Kingsbury Primary School (4845)

- 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 2018 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 18 March 2019 at 10:15 AM by Christine Campbell (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 2018 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.

Attested on 26 March 2019 at 08:25 AM by Nigel Proctor (School Council President)

About Our School

School context

Kingsbury Primary School is delighted to present the 2018 Annual Report to our students, families, staff, and wider community. We are pleased to report that 2018 enrolments remained steady at 170 students situated within a rich educational environment.

Within the school the life of our students is enhanced by strong community connections. Kingsbury has many families where the parents and grandparents have had a relationship with the school, and with La Trobe University at our doorstep, we proudly welcome children of international students.

Our families are diverse and bring a unique blend of cultures to our school community. We all share their knowledge and experiences through inclusivity and participation in school and community events such as Harmony Day, Science Evening, School Concert and Community Barbeques. This demonstrates that we, collectively, encourage and support our students throughout the school year to have a sense of acceptance and of belonging on a local and global scale. Our school is enhanced by a rich multicultural environment, and as a result, our students have friendships and connections that span the globe.

Kingsbury also prides itself on the development of community relationships with groups such as Darebin Council, Carlton Football Club and the 2/14 Battalion. Our passion for history is evident during Anzac Day commemorations with ours being one of the few schools who can say that their students march on Anzac Day.

Our small but dedicated group of 12 teachers work a mix of full and part-time hours. They are supported by seven Education Support Staff working in Administration and Integration roles.

Kingsbury's purpose is to develop students who Aspire, Aim and Achieve. Our core values are Learning, Respect, Teamwork and Collaboration, Safety and Friendship. We have as our mission to establish and develop the skills needed to adapt to and flourish in our changing world.

Framework for Improving Student Outcomes (FISO)

The school has a Strategic Plan, and under this there is an Annual Implementation Plan. Linked to this are a number of Key Improvement Strategies. In 2018, using the Victorian Department of Education FISO initiatives, Kingsbury Primary School has continued to work to improve student outcomes of Achievement, Engagement and Wellbeing.

What we have been doing:

Curriculum Planning and Assessment: Each week, teachers have worked together in Professional Learning Teams to plan a curriculum or educational program based on the Victorian Curriculum and on student assessment data. Using this assessment data, students were grouped and a curriculum was then created. The curriculum or educational program was modified or refined according to the needs of each individual student. Additionally, our school invested in assessment tools to monitor student achievement. Teachers met regularly in their 2018 Professional Learning Teams to support each other and discuss how students were meeting learning outcomes.

• Building Practice Excellence: We were appointed Teaching Partners during 2018. These appointments were focused on improving the teaching of Reading across the school through consistency of teacher practice. Teachers worked together, undertook Professional Development in the use of High Impact Teaching Strategies (HITS), observed each other in their teaching in order to give and receive feedback, and were coached each week by highly-skilled (exemplar) Education Department staff (Teaching Partners). For each Guided Reading lesson teachers developed a lesson plan using High Impact Teaching Strategies and ensured they assessed their students regularly for improvement in reading. Coaching and Professional Development were targeted to the needs of individual teachers to ensure they felt confident in their skills as exemplary teachers of Reading.

• Empowering Students and Building School Pride: The school has continued to work on developing Student Voice and Agency across the school. We believe that the development of student capacity to set goals for themselves and to work with teachers to develop their own learning experiences, will, in turn, enhance Engagement and Wellbeing at Kingsbury. The Student Attitudes to School Survey, along with a School Based Survey, will be used to measure achievement against this goal. Various external sources have been utilised over

the last two years to aid progress in the development of student pride, voice and agency.

Achievement

The school and staff had high aspirations for student achievement in 2018. Significant investment from the Victorian Department of Education and Training (DET) and from the School Council funded resources ensured that teachers were provided with the training, resources and professional development required to improve their own practice. This had a direct impact on student learning. More than 50% of our students do not have English as a first language, and strategies to support these students were identified and utilised. These strategies and resources included the English Language Outpost, Visiting Teachers, English as an Additional Language (EAL) classes and Professional Development for our own teachers. Students funded by the Program for Disability were supported through classroom Integration Aides, teacher Professional Learning and Outreach and Consultancy. The data shows that the investment in Reading is making a difference to student results. 76% of students have made medium to high gains based on Naplan results. In 2019, the school aims to improve Writing and Spelling achievement through further investment in Professional Development for teachers. The work of the 2018 Teaching Partners will be continued in school through the Learning Specialist - an exemplar Kingsbury teacher who has been appointed to coach, mentor, act as a teaching model for, and support our teachers in 2018/19.

Engagement

Student absence days continue to be slightly higher than the state average. The school has made considerable inroads into investigating student non-attendance and ensuring parents report student absence accurately. Parents are requested to notify the school each morning that a student is not coming to school; if the school is not notified then follow-up is made. Particular effort has been made to communicate with international families intending to take their children out of school for extended holidays so that they discuss their plans before they leave.

In 2018 Kingsbury applied for and was a successful recipient of the Primary Maths and Science Specialist initiative. With our chosen focus of Science, we set up about improving the teaching of Science, Technology, Engineering and Mathematics (STEM) through the appointment of two Specialist Coaches from within our school. Their purpose was to improve their own skills through the provided training, develop curriculum for the program, teach the concepts of Science to students and to coach the school's teachers in their understanding and delivery of Science. This program was further enhanced by the successful application for a Kitchen Garden Grant which was implemented for P-2 students. The STEM program continues to be supported through excursions and incursions and the ongoing development of Student Inquiry.

The Indonesian Program was expanded to include students from Years 1-4. This has meant that many of our students are now gaining knowledge of a third language. The program will be further extended in 2019 to include students in Years P-5.

The school continues to develop relationships with external agencies to engage our students and enrich our curriculum and environment. These agencies include the Carlton Football Club, sporting clubs, the 2/14 Battalion and Darebin Council (the school won a community award for our participation in the Community Play Map project). Students were highly successful at several sporting encounters throughout the year with the Netball Team participating at regional level. Our Student Debating Team was runner-up in our network competition.

Wellbeing

The FISO initiative of 'Empowering students and building school pride' continued to be a focus in 2018. All students and families at Kingsbury, wherever in the world they come from, are valued and highly regarded for the richness and diversity they provide to our wider school community. School events and programs recognise this diversity to cater for the cultural needs of all.

Our Wellbeing data suggests students and families have a strong connectedness to school. With programs including 'Respectful Relationships' the school has significant resources in place to minimise bullying. Staff have

undertaken training and teachers conduct regular lessons across the school which focus on inclusion and treating others with respect.

Staff finalised their Professional Learning in the Berry Street Education Model. This professional learning was undertaken with four local schools involved over the last two years. It has strengthened relationships both within and outside school and ensured students and staff have a positive mindset about teaching and learning at this school. Students have learnt the strategies and vocabulary needed to be 'Ready to Learn' each day.

Inclusion funding in 2018 was used to enhance our school environment for our PSD (Program for Students with a Disability) students and those with additional needs, as well as for training teachers and students. Students at Kingsbury school are strongly inclusive as demonstrated by their care and support of fellow students who have additional needs.

Programs employed at our school have been linked with our school values; Learning, Respect, Teamwork and Collaboration, Friendship and Safety and these have formed the basis of all Wellbeing strategies in 2018.

Financial performance and position

Kingsbury Primary School met all of its financial compliance requirements, managed all funds via the Finance Committee, a sub-committee of School Council, and ratified all decisions at regular council meetings. The school received additional funds, over and above normal government funds via the operation of the Out of School Hours Care Program. Equity funding was used to provide staff and programs to support student engagement such as the Enrichment Program and to provide additional resources for student learning.

School Council acknowledged the importance of an engaging and safe learning environment for students and staff, and approved the provision of new classroom furniture in the Year 1/2 classrooms, the establishment of a new Computer Laboratory with state of the art equipment as well as the installation of perimeter fencing around the entire school. These additions improved the aesthetics of the school, provided enriching resources for students and improved the perception of safety amongst our community members. This work was further supported in 2018 with the school focusing on Occupational Health and Safety. Following an audit, consultants were employed to ensure that not only were we compliant but that we placed an emphasis on the Professional Development for staff.

The net operating surplus in 2018 was achieved through sound management of the School Resource Package whilst managing the investment in infrastructure, the provision of rich curriculum programs and the management of the staffing needs of the school.

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

Enrolment Profile

A total of 169 students were enrolled at this school in 2018, 73 female and 96 male.

52 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

| low | low-mid | mid | high |

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ████████████■● ◆ 100 Results: Mathematics 0 ████████████■● ◆ 100	● Higher ● Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Higher Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 25 % Low	38 % Medium	38 % High **Numeracy** 38 % Low	44 % Medium	19 % High **Writing** 6 % Low	88 % Medium	6 % High **Spelling** 13 % Low	69 % Medium	19 % High **Grammar and Punctuation** 31 % Low	56 % Medium	13 % High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2018 attendance rate by year level:	Results: 2018 0 ──────── 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ──────── 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	89 %	94 %	91 %	92 %	89 %	91 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 ────── 100 Results: 2017 - 2018 (2-year average) 0 ────── 100	🟢 Similar 🟢 Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 ────── 100 Results: 2017 - 2018 (2-year average) 0 ────── 100	🟢 Similar 🟢 Similar

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	$1,792,487
Government Provided DET Grants	$501,234
Government Grants Commonwealth	$127,472
Revenue Other	$24,356
Locally Raised Funds	$224,029
Total Operating Revenue	**$2,669,579**

Equity[1]	
Equity (Social Disadvantage)	$133,246
Equity Total	**$133,246**

Expenditure	
Student Resource Package[2]	$1,757,458
Books & Publications	$1,684
Communication Costs	$2,271
Consumables	$53,615
Miscellaneous Expense[3]	$83,662
Professional Development	$6,987
Property and Equipment Services	$239,464
Salaries & Allowances[4]	$266,092
Trading & Fundraising	$41,083
Utilities	$26,085

Total Operating Expenditure	**$2,478,401**
Net Operating Surplus/-Deficit	**$191,178**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	$217,965
Official Account	$13,815
Other Accounts	$111,247
Total Funds Available	**$343,027**

Financial Commitments	
Operating Reserve	$102,242
Funds Received in Advance	$16,869
School Based Programs	$200,414
Asset/Equipment Replacement < 12 months	$3,502
Maintenance - Buildings/Grounds < 12 months	$20,000
Total Financial Commitments	**$343,027**

(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 15 March 2019 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.

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'* or *'ND'* 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').