2019 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 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 2019 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 11 March 2020 at 09:24 AM by Christine Campbell (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 March 2020 at 11:32 AM by Nigel Proctor (School Council President)

About Our School

School context

Kingsbury Primary School is proud to present the 2019 Annual Report to students, families, staff and the wider school community. During the last 12 months, 156 students were enrolled at our small, vibrant school. Our focus is for students to Aspire, Aim and Achieve their learning goals within our rich educational and student-centred environment. Situated in Melbourne's north, our school deeply embedded within the local community. Kingsbury has many multi-generational families; current students have parents and even grandparents who once attend this school. We also connect to the global community. International students at nearby La Trobe University send their children to study at Kingsbury. This creates a rich and diverse community group, who bring a blend of cultures from across the world to our doorstep. Kingsbury students are inclusive, respectful and embracing of their fellow students, welcoming their new friends and supporting those who have additional needs.

Inclusivity is our strong point. Children have the opportunity to thrive in this environment. Our teachers are highly experienced and nurturing. They recognise that our role is to educate the child academically, socially and emotionally. In 2019, 10 classroom teachers and six Education Support staff provided a range of educational experiences that ensured our students achieved success.

Our values of Learning, Safety, Respect, Teamwork and Collaboration and Friendship are the centre of all experiences at Kingsbury. We value our interactions with the wider community which include Darebin Council, the 2/14th Battalion, Berry Street and Life Education. These organisations support our students through additional programs that develop their self-esteem and leadership capabilities to thrive in our changing world.

Framework for Improving Student Outcomes (FISO)

At Kingsbury Primary School we work within the Framework for Improving Student Outcomes in order to help lift student achievement outcomes, wellbeing and engagement in learning. We have done this through:

Building practice excellence: We believe that the most direct way to improve student learning is to improve teachers' instructional practice. If we take collective responsibility for the learning and progress of all students, then we will collaborate with each other to share effective practice. For this to occur there must be ongoing and transparent data to facilitate improvement in teaching and learning.

Curriculum planning and assessment: Planning for effective teaching and learning begins with the assessment of student abilities in order to plan accordingly. We implement this assessment for learning in order to develop a program that meets individual needs, whether it's through utilising like-ability learning groups, individual learning improvement plans, small group focus lessons, or whole class investigations.

Building leadership teams: Teachers at Kingsbury share best practise through Peer Observations, Learning Walks and Peer Coaching to ensure responsible and responsive teams and school management. Professional Learning Teams focus on improvement of student learning and engagement through the collection, analysis and use of data, to inform teacher practice.

Empowering students and building school pride: Students are involved in self and peer assessment, written reflections on performance, goal setting and discussion of annotated work with their teachers. At Kingsbury Primary School, staff are aware of the importance of students being responsible for their own learning. We incorporate co-operative and Inquiry Learning into our planning. Students work together to complete tasks and are accountable for their success. Students give each other feedback on their performance and have the opportunity to show their leadership capabilities.

Achievement

Many of our 2019 aspirational targets were achieved. Teachers improved their own practice by drawing on Victorian Department of Education and Training (DET) resources in the form of the Learning Specialist and Equity Funding. We also drew on School Council funded resources. This professional development led to improved teaching practice and flowed on to improve the learning outcomes for students.

More than 50% of students do not have English as their first language so ensuring the academic success of these

students was again a priority. The English Language Outpost, Visiting Teacher Service, English as an Additional Language (EAL) classes as well as professional learning for teachers helped us to better cater for these students. Students funded by the Program for Students with Disability were supported through the employment of additional Education Support Officers and these staff members assisted all teachers and classes to provide a high ratio of staff to students. We used consultation and outreach services to provide in-school advice so that we could ensure individual and collective learning outcomes for students.

The continued investment in Literacy as our main priority has clearly been successful with 100% of students achieving medium to high Learning Gain in Grammar and Punctuation. In Reading, Spelling and Numeracy, 80% of students achieved medium to high gain. Writing showed 58% of student gain to be in the medium band and this area has been identified as the focus for 2020.

Kingsbury Primary School will work towards continued gains in Literacy, whilst maintaining excellent Numeracy results. The Learning Specialist will continue to support exemplar teacher practice and students will be encouraged to review and reflect on their learning goals as they strive for improved achievement.

Engagement

Kingsbury Primary School continues to record more absences than the state average. Again, we explain this due to the large number of International families who take extended holidays. We have a continued focus on encouraging parents to explain student absence adequately and to notify us promptly. We have implemented a three-way system for communicating student absence, including the new Compass App to ensure parents have accessibility and convenience.

2019 saw the continuation of the Primary Maths and Science Specialist Initiative which provided us with the funding to employ one of our teachers as a Specialist Science Teacher. This teacher received additional training and coaching and was tasked with sharing their knowledge with all Kingsbury teachers in order to improve their teaching of Science. Students gained enthusiasm for Science and STEM and further developed their skills of Inquiry.

The Indonesian Program was further extended in 2019 to include students in Foundation to Year Five, with the intention to include the entire school in 2020. Students now have a solid foundation to continue their learning of the Indonesian language. We also introduced a Vietnamese Cultural Program for our large cohort of Vietnamese students to maintain connection with their home country.

Students shared their knowledge of the Visual Arts curriculum with all works displayed at the Art Show. They explored a range of mediums and gained knowledge of major world artists. Over 80% of families attended our Art Show and Science Night, demonstrating the strong relationship between the school and community. Showcasing student learning to families and engaging families with the school continues to be one of our strengths.

The school continues to cultivate relationships with external organisations. These organisations support the engagement of our students along with the Victorian Curriculum. Programs such as Bike Education, Robotics, provided by Melbourne City Soccer Club and the mentoring provided by Carlton Football Club enriched our curriculum and gave our students real-world connections. Our Junior School Council extended this further by undertaking global awareness initiatives including a Market Day which raised funds for a variety of global charities, as chosen by the students.

The four-year Strategic Plan and the 2019 Annual Implementation Plan had as a major goal to improve Student Voice and Agency. This target has been partially met, as evidenced by the Attitudes to School data where Student Voice and Agency has increased from 26- 46%.

Wellbeing

Kingsbury Primary School continues to make significant progress in student wellbeing as we 'Empower students and build school pride'. Our students generally feel connected to the school and experience less bullying than the state average. We believe that students who feel happy, safe and connected to school will attend more, engage better with their learning and develop the intrinsic motivation to be successful at school.

We set expectations and promote inclusion. Teachers have high expectations so that students are consistently challenged in their learning. We implement the Learning to Learn program which revolves around the School Values and this is used to establish classroom behaviour protocols. The Berry Street Education Model is an initiative based on proven positive education, trauma-informed wellbeing practices that enable students' academic and personal growth.

Kingsbury Primary School is proud to call itself a leader in Inclusive Education across Victoria.
Our teachers and students understand that we all have a place here, regardless of ability and they think of others before themselves. Inclusive Education requires the whole school working together – for Kingsbury Primary School, it involved a cultural shift within the school itself. Put simply, every student deserves a chance to thrive and grow, to realize their potential and to broaden their horizons, regardless of background and personal circumstance.

Financial performance and position

Kingsbury Primary School maintained a sound financial position through 2019. The 2017-2020 School Strategic Plan, along with the 2019 Annual Implementation Plan continued to provide the framework for School Council allotment of funds to support school programs and priorities. Where possible, whole school activities and events were supported by fundraising and grants to ensure access for all students.

The Financial Performance and Position Report shows an end of year surplus of $101,066. This is due in part, to the grant obtained to provide funding for our PMSSI (Science Teacher). Additional Education Support staff were employed to provide additional adults in classrooms and to support our EAL students. Equity funding was used to support the provision of additional staff members in classrooms and the work of the Learning Specialist. Asset replacement and the rejuvenation of school buildings will be priorities in future years.

The School Council is thanked for its sound management of the Student Resource Package and its oversight of the programs and priorities of the school.

**For more detailed information regarding our school please visit our website at
www.kingsburyps.vic.edu.au**

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 156 students were enrolled at this school in 2019, 64 female and 92 male.

51 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

| Key: | Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶 | Key: | Similar School Comparison
🔵 Above   🔵 Similar   🔵 Below |

Achievement	Student Outcomes	Similar 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 Results: Mathematics	Above Above

Performance Summary

Achievement	Student Outcomes	Similar 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)	Above Above
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)	Below Below

Performance Summary

Achievement	Student Outcomes	Similar 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** 15 % Low — 54 % Medium — 31 % High **Numeracy** 17 % Low — 33 % Medium — 50 % High **Writing** 25 % Low — 58 % Medium — 17 % High **Spelling** 17 % Low — 42 % Medium — 42 % High **Grammar and Punctuation** 42 % Medium — 58 % High	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. 25% Low — 50% Medium — 25% High Statewide Distribution of Learning Gain (all domains)

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: ▢	Key:	Similar School Comparison
	Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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 **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ───────────────── 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ───────────────── 50 Few absences <------> Many absences	**Below** ●

Average 2019 attendance rate by year level:		Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
		91 %	91 %	86 %	92 %	94 %	89 %	92 %	

Performance Summary

| Key: | Range of results for the middle 60% of Victorian Government Primary Schools: ▢
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ | Key: | Similar School Comparison
 ● Above ● Similar ● Below |

Wellbeing	Student Outcomes	Similar 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: 2019 Results: 2017 - 2019 (3-year average)	**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: 2019 Results: 2017 - 2019 (3-year average)	**Above**

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, 2019		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$1,854,158	High Yield Investment Account	$377,681
Government Provided DET Grants	$275,428	Official Account	$39,664
Government Grants Commonwealth	$143,907	Other Accounts	$0
Revenue Other	$7,379	**Total Funds Available**	**$417,345**
Locally Raised Funds	$226,127		
Total Operating Revenue	**$2,507,000**		

Equity[1]			
Equity (Social Disadvantage)	$115,395		
Equity Total	**$115,395**		

Expenditure		**Financial Commitments**	
Student Resource Package[2]	$1,821,132	Operating Reserve	$90,457
Books & Publications	$1,352	Other Recurrent Expenditure	$2,771
Communication Costs	$2,015	Provision Accounts	$11,227
Consumables	$39,951	Funds Received in Advance	$11,034
Miscellaneous Expense[3]	$77,933	School Based Programs	$15,129
Professional Development	$8,042	Asset/Equipment Replacement < 12 months	$42,436
Property and Equipment Services	$96,696	Capital - Buildings/Grounds < 12 months	$244,291
Salaries & Allowances[4]	$292,628	**Total Financial Commitments**	**$417,345**
Trading & Fundraising	$38,425		
Utilities	$27,760		
Total Operating Expenditure	**$2,405,934**		
Net Operating Surplus/-Deficit	**$101,066**		
Asset Acquisitions	**$0**		

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

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').