

# 2020 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](http://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 2020 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 01 April 2021 at 02:35 PM by Christine Campbell (Principal)

The 2020 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 15 April 2021 at 01:20 PM by Nigel Proctor (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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

#### Overview

Kingsbury Primary School proudly presents our 2020 Annual Report. 2020 was arguably the most challenging year of our lives. But as this report shows, the partnerships and collaborations between students, teachers, and parents enabled us to maintain a supportive and nurturing educational environment whilst looking after the wellbeing of students and families.

#### About Kingsbury

Kingsbury Primary School is situated within Melbourne's northeast, a short walk from La Trobe University. This means that we have students whose parents are staff and local students at the university. Many of our students are also part of the International Student Program—their parents are international students at La Trobe University. Aside from these groups we are particularly proud to also have students whose parents and even grandparents attended Kingsbury. Students from these and other backgrounds work together seamlessly in a school which places a high value on inclusivity, diversity, and equity.

#### Inclusivity, Diversity, and Equity

Inclusivity for us means that we provide all students with the opportunity to thrive through academic, social and emotional support, regardless of disability or additional needs. Diversity for us means that we celebrate difference. And equity means that we maintain a range of programs and strategies to ensure students to come to school each day 'Ready to Learn'. Inclusivity, diversity, and equity are brought together through our goals of 'Aspire, Aim and Achieve'. We encourage students to work to their personal best, regardless of the challenges that life presents. The values of our school are; Learning, Safety, Respect, Teamwork and Collaboration and Friendship. Students are encouraged to live and breathe these values each day through their actions and behaviours.

#### Community Engagement

Generally, Kingsbury provides students with many opportunities to interact with community groups. The 2/14 Battalion, Berry Street, Carlton Football Club, St John's Ambulance, Darebin Council, Sporting Schools and Life Education, are just some of the services who provide our students with rich educational and wellbeing experiences that provide additional support and strategies throughout their schooling. The development of personal attributes, self-esteem and leadership qualities are paramount to becoming well rounded students and members of society. Many of these activities were curtailed in 2020 due to Remote Learning and COVID-19 protocols. However, the school was able to maintain many of these connections virtually and creatively.

#### Kingsbury Students in 2020

135 students were enrolled in 2020. Younger students were grouped into a Foundation to Year Two while older students were grouped into Years Three to Six. Dividing the student population like this enabled teachers and students to work collaboratively in classroom, team and whole school groups, depending on the learning activity.

#### Kingsbury Teachers in 2020

The Student Family Occupation and Education (SFOE) index of the school was 4.7 and there were 12.6 Full Time Equivalent teaching staff and 3.6 non-teaching staff. None of these staff members identified as Aboriginal or Torres Strait Islander. The teachers and Education Support staff are strongly connected to the school, the students and their families, with all of them being highly experienced practitioners whose dedication to this school goes back many, many years.

### Framework for Improving Student Outcomes (FISO)

In 2020, Kingsbury Primary School's Annual Implementation Plan focused on implementation of Key Improvement Strategies (KIS) related to the Framework for Improving Student Outcomes (FISO) dimensions of Building Practice

Excellence, Curriculum Planning and Assessment and Empowering Students and Building School Pride. This included:

- Improving the collection and analysis of data to inform teaching and learning practice
- Developing consistency of planning documents and work programs
- Using High Impact Teaching Strategies to teach reading.

To support implementation of these KIS, the Learning Specialist continued to provide Professional Development in the teaching of reading throughout the year. This was done face to face initially, in our Staff Meetings and then moved to an online method of delivery during Remote Learning (RL). It was even more important than ever, to have consistent planning documents, given teachers were no longer face-to-face.

Teachers continued to work in Professional Learning Teams each week and as a whole staff to ensure that all students had access to a curriculum that was similar in nature across the school. Drawing on feedback provided mid-year, after the first Remote Learning period, we ensured that teaching and learning during the second period was exactly the same at home as it was taught at school. For example, all students took reading books home so that their teachers could continue their Guided Reading programs each week.

We continued to use the High Impact Teaching Strategies- in particular:

- Structuring lessons
- Explicit teaching
- Multiple exposures
- Giving feedback

To ensure students knew what each task entailed and what would equal success.

Students became empowered as they became confident in their own abilities and with the use of the new technologies. Many students were able to self-manage their learning routines and younger students, supported by parents, found that consistent daily routines using the HITS meant that they were able to establish learning protocols, even from home. Teachers took time to contact students regularly but at least once per week for each student, to give feedback and offer support.

## Achievement

The 2020 achievement goals were to continue to improve the Literacy and Numeracy achievement for each student.

88% of Years Prep to 6 students were at or above standard in Literacy and 87% were at or above in Numeracy. These figures are significantly above students in similar schools.

Given that Naplan tests were not conducted in 2020 for Years 3 and 5 students, more emphasis was placed on assessing students' individual capabilities rather than assessing and comparing cohorts of students. Teachers provided feedback on submitted work through web-based conferencing- i.e. Google Classroom.

Teachers continued to refine skills in using online resources for content delivery and assessment and were able to differentiate the content for each student- for example, Studyladder and Epic Reading allowed students to read texts at their own levels as assigned by teachers. Teachers also used innovative practices such as videos of them teaching, fillable PDFs, video meetings with whole cohorts or groups of students and 1:1 tutoring for those students requiring additional support.

Students on the Program for Students with Disability (PSD) were well supported throughout 2020 and all made satisfactory progress against their individual goals as identified through their Individual Learning Improvement Plans. Students who come from a background other than English (EAL), continued to be supported in our EAL program which was conducted remotely, in small web-based groups or 1:1. The small groups allowed the majority of these students to make satisfactory progress, with many also being supported by the English Language School.

The school recognizes that some students across the school did not make adequate progress in 2020 for a variety of reasons. These students were identified early and the school has embraced the 2021 Tutoring Program which provides catch-up for both individuals and cohorts of students. Using Tutoring and Equity funding, we have committed over and

above what was required by DET in order to lessen the gap between these students and their peers.

Kingsbury Primary School will continue to work on the goal of improving our teaching of Reading and will move to replicate the same Instructional Model across the teaching of Writing and Numeracy in 2021.

## Engagement

Despite much of 2020 learning being undertaken remotely, the majority of Kingsbury Primary School students remained strongly connected to their school throughout this time. We focused on the FISO dimension of Empowering Students and Building School Pride: Building Student Voice and Agency. This means we were encouraging students to be deeply involved in their school community and in particular, to be the centre of their own learning experiences and goal-setting.

This was profoundly important during Remote Learning as we nurtured students to navigate this new way of learning and teaching. We sought regular feedback from students along the Remote Learning journey so that we could provide them with meaningful, differentiated learning and we helped them develop resilience through the provision of support networks. These supports included the provision of mentors, social groupings, small group tuition such as EAL classes and a teaching and learning model which endeavoured to replicate the learning experiences found at school.

Kingsbury Primary School continued to work with students and families throughout 2020 to ensure students were engaged in school and learning whether onsite at school or learning remotely from home. Teachers and School Support Staff were diligent in their efforts to contact students and families and to provide resources to assist them. Telephone calls, text messages and emails were made to families at least weekly to ensure students were in attendance and managing the workload. Students who had been unable to return to Australia studied from their home countries and were accommodated through a variety of measures including differentiated online tasks, modified timetables and regular time to catch-up with their peers in monitored online social groups.

On return to onsite learning, students were encouraged to participate in the life of the school again and to prepare them for transitions such as the Year 6 Transition to Secondary School. This was achieved through a combination of online forums and face-to-face visits to their secondary schools. Our incoming Prep students were still able to participate in their Transition to Primary School. The school recognizes that both our new and existing students will require ongoing supports throughout 2021 and to this end, will continue to ensure the provision of engagement activities through our community contacts such as the Carlton Football and Melbourne City Soccer Clubs, and the 2/14 Battalion, as a priority.

## Wellbeing

The wellbeing of a school's students has never been as important as in the year 2020. Kingsbury Primary School focused on maintaining each student's Sense of Connectedness with their school, peers and teachers despite whether they were learning at home or at school. By providing each student with a positive learning environment, based on the Berry Street Education Model, we ensured that our students continued to feel connected, safe and supported despite the challenges.

The Attitudes to School Survey results placed our students in Years 4-6, at 88% and 85% respectively, when measuring Sense of Connectedness and Management of Bullying, significantly above similar schools and the state. Parent satisfaction with the school was high, as demonstrated in the Parent Opinion Survey and through school-based surveys conducted throughout Remote Learning. In particular, parents indicated that they appreciated the regular contact provided by the school to check on student and family well-being.

School Staff felt equally well supported and satisfied, according to the School Staff Survey 2020. The School Climate at Kingsbury was measured at 91%, significantly above similar schools and the state.

The achievements of 2020 are something to be proud of, despite the challenges. We continued to support all students effectively, including our Program for Students with Disability students and our English as Additional Language students. Kingsbury Staff led students and families in working together to achieve successful outcomes.

Kingsbury Primary School recognizes that in 2021, we will need to provide additional student well-being strategies and programs to ensure catch-up from 2020. These include health programs such as the Dental Program, Mental Health Supports, Tutoring and a Speech Therapy Program. Implementation of these will ensure our students continue to remain, happy, healthy and resilient and this should be reflected in student learning outcomes.

### **Financial performance and position**

Kingsbury Primary School maintained a sound financial position throughout 2020. The 2017-2020 School Strategic Plan, along with the 2020 Annual Implementation Plan continued to provide the framework for School Council Allotment of funds to support school programs and priorities. Due to COVID-19 and the fact that the majority of staff and students were offsite, new playground sails were installed and gardens and buildings were maintained and priorities such as Asbestos removal were able to be completed.

School Leadership and School Council recognised the importance of an investment in learning technologies to provide for future situations such as COVID-19 and agreed to the funding of two further banks of laptop computers to meet this need. This has ensured all classes have computers available for learning and for assessment.

The Financial Performance and Position Report shows an end of year surplus \$221,387. This surplus occurred partially through funding not spent during COVID-19 but has been tagged in the 2021 budget.

**For more detailed information regarding our school please visit our website at**  
[www.kingsburyyps.vic.gov.au](http://www.kingsburyyps.vic.gov.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.

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 135 students were enrolled at this school in 2020, 60 female and 75 male.

60 percent of students had English as an additional language and 3 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) which takes into account parents' occupations and education.

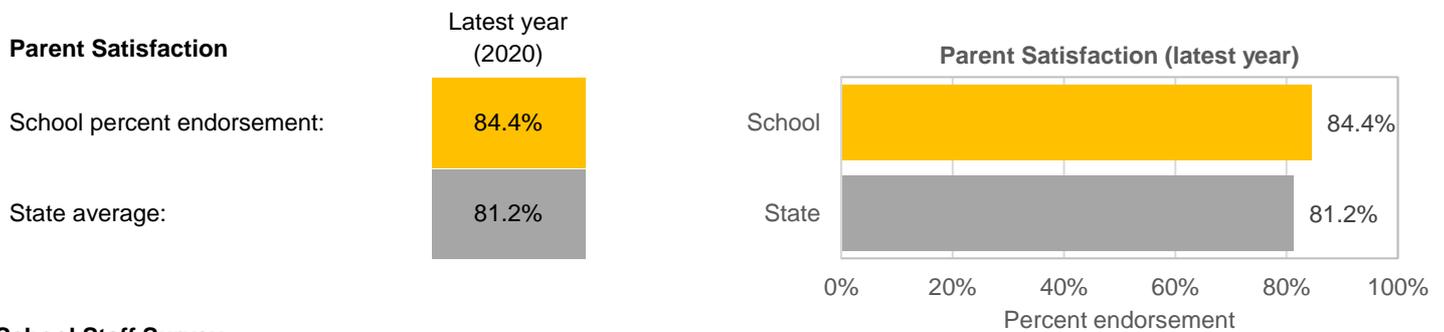
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### 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.

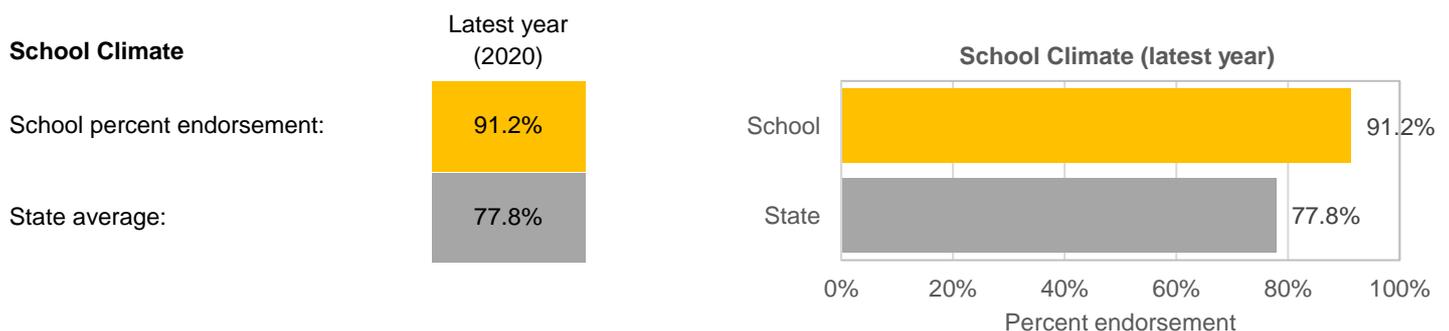


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2020)

School percent of students at or above age expected standards:

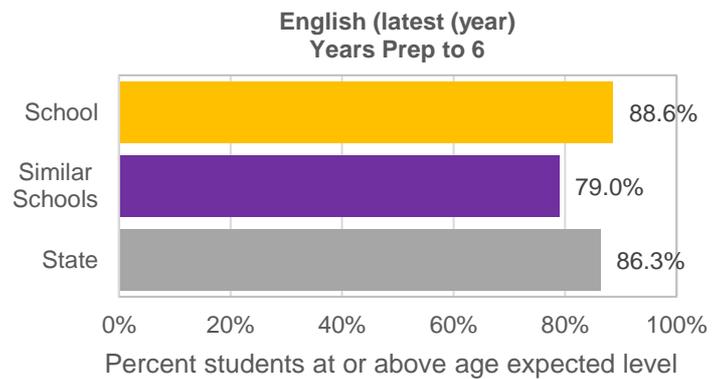
88.6%

Similar Schools average:

79.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

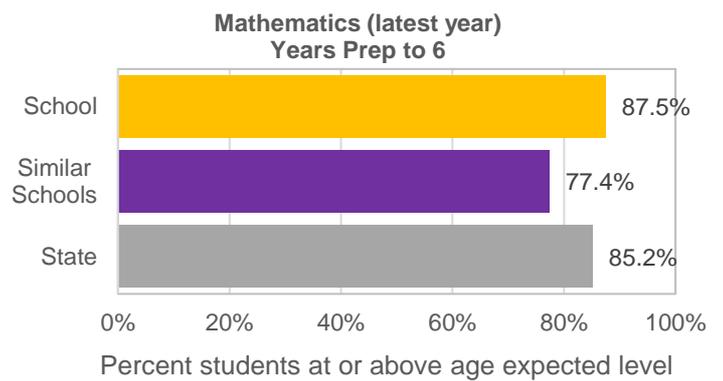
87.5%

Similar Schools average:

77.4%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

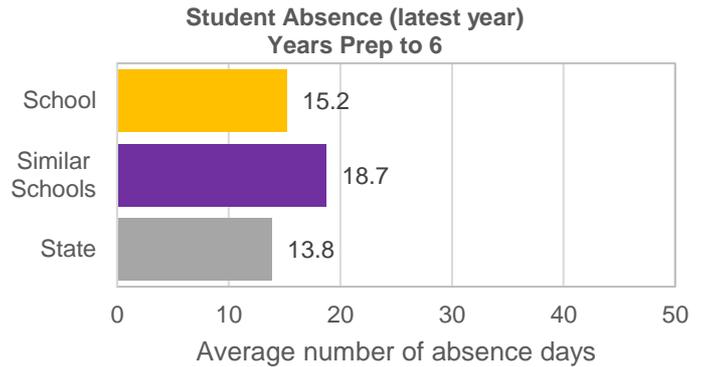
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.2	17.8
Similar Schools average:	18.7	17.5
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	91%	92%	92%	92%	91%	96%

**WELLBEING**

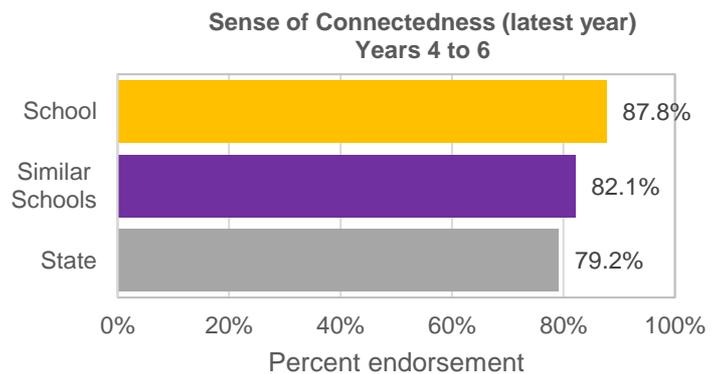
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	87.8%	86.8%
Similar Schools average:	82.1%	84.6%
State average:	79.2%	81.0%



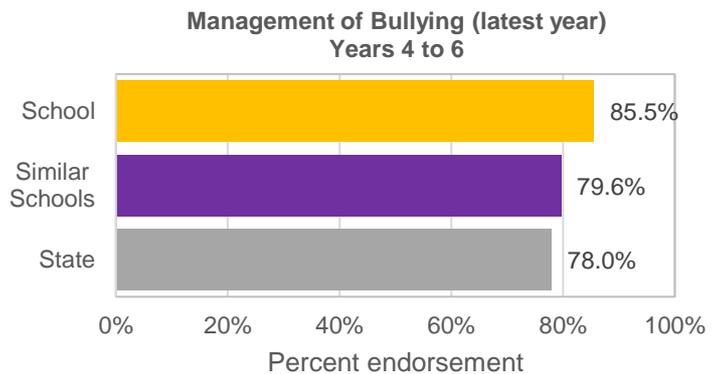
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	85.5%	84.7%
Similar Schools average:	79.6%	83.1%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,699,863
Government Provided DET Grants	\$249,401
Government Grants Commonwealth	\$144,464
Government Grants State	NDA
Revenue Other	\$4,110
Locally Raised Funds	\$65,891
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,163,729</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$94,827
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$94,827</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,578,623
Adjustments	NDA
Books & Publications	\$15
Camps/Excursions/Activities	\$8,764
Communication Costs	\$1,926
Consumables	\$34,161
Miscellaneous Expense <sup>3</sup>	\$10,754
Professional Development	\$1,458
Equipment/Maintenance/Hire	\$52,894
Property Services	\$28,862
Salaries & Allowances <sup>4</sup>	\$178,578
Support Services	\$11,124
Trading & Fundraising	\$16,005
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$19,178
<b>Total Operating Expenditure</b>	<b>\$1,942,343</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$221,387</b>
<b>Asset Acquisitions</b>	<b>\$17,941</b>

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$464,149
Official Account	\$47,469
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$511,618</b>

Financial Commitments	Actual
Operating Reserve	\$57,786
Other Recurrent Expenditure	\$5,015
Provision Accounts	\$11,728
Funds Received in Advance	\$21,074
School Based Programs	\$88,640
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$36,691
Capital - Buildings/Grounds < 12 months	\$290,685
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$511,618</b>

*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.*