2017 Annual Report to the School Community

School Name: Kingsbury Primary School

School Number: 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 2017 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

Christine Campbell

Signed 20 March 2018 at 12:33 PM 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 2017 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.

Signed 06 April 2018 at 11:19 AM by Nigel Proctor (School Council President)

About Our School

School Context

This Annual Report is presented to the students, teachers, families, and friends of Kingsbury Primary School as well as to the wider community. With 170 students enrolled at Kingsbury Primary in 2017, enrolments are maintaining a healthy level. The school life of these students is enriched by many community connections.

Located in Melbourne's northern suburbs, Kingsbury Primary School is an integral part of the Kingsbury community. Many Kingsbury Primary families are generational, with students, their parents and grandparents having a historical relationship with the school.

The school also maintains a strong links with the 2/14 AIF Battalion Association. The connection to WWI soldier and war hero Bruce Kingsbury is still maintained to this day. The 2/14 Battalion invites our student representatives to participate in Anzac Day, Remembrance Day and visit the Shrine regularly. The Battalion also participates in school activities such as the Speechmasters Debating Competition, as adjudicators.

Kingsbury Primary has close personal ties with La Trobe University. Being situated near La Trobe's campus, many students have parents who are involved with the university, either as employees or students. These La Trobe students include international students. Their children, enrolled at Kingsbury Primary, enrich our school community. Kingsbury Primary's international students typically spend several years here before returning home with their parents. So, on any year, students from up to 30 different nationalities may be present. This makes for a rich and vibrant learning environment.

Other community connections include our onsite Playgroup, Out of School Hours Care Program, Darebin Council activities, Carlton Football Club and Sporting Schools. We have a strong connection to our local secondary schools and participate in regular transition events with Year Six students.

Kingsbury recognises the importance of home/school connections and invites families into our school for both formal and informal events. These events include school concerts, art shows, student conferences and events that showcase student learning. School presentations such as the JSC Investiture, Graduation, Harmony Day and our regular assemblies are well attended. Volunteers and visitors to the school are highly valued and welcomed.

These community connections provide students with a unique and instructive learning environment.

Improving Student Outcomes

In 2017, Kingsbury Primary worked to improve student outcomes in three ways.

First was to 'Build practice excellence.' This assisted teachers to become better practitioners, particularly in Literacy and Numeracy. The school developed strong collegiate networks with our neighbouring schools, forming a community of practice based on Inquiry Learning. Through these networks, teachers at Kingsbury developed consistent planning documents based on the new Victorian Curriculum.

The second initiative was 'Empowering students and building school pride'. The school chose to invite an array of organisations into the school to support this. Our partner organisations included The Song Room, Carlton Football Club, the Australian Defence Force and our local Darebin Council, all of whom provided programs and personnel to engage our students.

Thirdly, 2017 saw the introduction of the Berry Street Education Model across the school. This Model empowers students and teachers through positive trauma-informed interventions. The Model assist students, regardless of background, to develop learning skills. Through this whole-school approach, we have encouraged the building of social networks, supported students to be confident as learners, and to self-manage challenging emotions.

Achievement

Kingsbury Primary School continued to have high aspirations for student learning and have again focused on Literacy and Numeracy teaching and learning. Almost 50% of the student population come from a background other than English with many students speaking two or more languages. Over 17% of students were funded under the Program for Students with Disability. Kingsbury Primary School is proud of its diverse student body and what they contribute to our school. To meet the needs of our students, in 2018 we are focusing on the teaching of Literacy across the school and ensuring that all teachers understand how to teach students for whom English is not their first language.

Many of our students are internationally mobile. Even though we do not have the privilege to educate such students for the entirety of their primary school education, we aim to provide all our students with the capabilities to maintain learning and well-being long after they leave Kingsbury; whether it is to a local high school or even another country!
In our achievement we acknowledge the importance of moving low learning gain students into medium and high learning gain.

Engagement

Student engagement was an area of focus for 2017 and also the future. Our absence data reflects the fact that many of our international families return to countries of origin for extended family holidays each year.

Parent Opinion Survey and School Staff Survey data indicate that our parents and staff are generally happy with the school and our Student Attitudes to School Survey indicated students had a higher sense of connectedness than the state mean.

Kingsbury continued to invest in a range of initiatives in 2017 that provided students and families with the resources and programs to connect with the school in a positive way and to ensure students came to school each day 'Ready to Learn'. The Berry Street Education Model and the programs provided by our community partners, were chosen because they provide students with the opportunity to engage with school, teachers and peers in pro-active and meaningful ways.

Wellbeing

At Kingsbury Primary, we see Improving Student Outcomes as integrally linked to Wellbeing. The outcomes of 'empowering students and building school pride' and the Berry Street Education Model work have provided an anchor for staff to support student wellbeing. Thus, wellbeing is part of the school curriculum.

Wellbeing is also supported by teachers. Many of our students come to school each day with specific needs that require support at school. There are families who require additional support and the school provides a Welfare Officer to address this need. Teachers at this school have undertaken training to support students emotionally, but also to empower students to take control of their own emotions, as well as invest in their own learning experiences.

Students also develop skills in supporting each other. They participate in programs such as the Buddy Program and the Kinder Buddy Program. In these programs, older students mentor younger students. We also offer whole school Multi-Age Activity Days, in which students across the school come together in collaborative activities.

Kingsbury offers several ways to showcase both student achievement and connectedness to school. Inter-School Sport is a strong incentive for students in the upper school and provides further opportunity for developing school pride. School camps, outdoor activities and athletics provide additional opportunities for developing both independence and collaboration. Students have the opportunity to strive for Values Awards and Wristbands. We also joined the Respectful Relationships initiative in 2017.

In these ways, teachers and students at Kingsbury Primary have taken on a collective and shared responsibility for both student learning and wellbeing across the school.

The future

Kingsbury Primary School has a clear and positive direction for the future. In terms of student achievement, our aim is to improve Literacy results for all students across the school, regardless of entry point. To this end, the school has been appointed Literacy Teaching Partners for 2018, whose goal will be to improve teacher practice, provide professional development for teachers and to work across the school.

The school has invested in infrastructure for 2018 with new furniture in the 1/2 area and a new computer laboratory complete with a class set of new computers and TV screen. All classes will undertake computer lessons and utilise new software. Infrastructure improvements include additional security measures, such as perimeter fencing, and the replacement of air conditioners.

The Indonesian program will be extended further with Years 1-4 participating in weekly Indonesian lessons.

The school has also been the recipient of a STEM grant for 2018/19, allowing for Science to be taught as a Specialist subject and for teachers to be upskilled in the teaching of Science.

Another area of focus in 2018 is the strengthening of student/teacher/family relationships. We aim to engage all families with the school and to increase Student Voice (involvement in their own learning). This was identified in the Student Attitudes to School Survey, as an area of priority.

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 175 students were enrolled at this school in 2017, 83 female and 92 male.

46 percent were EAL (English as an Additional Language) students and 6 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).

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: ◆

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	● Similar ● Similar

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: ◆

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)	Lower Lower Lower 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)	Lower Lower 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** 50 % / 40 % / 10 % Low / Medium / High **Numeracy** 35 % / 50 % / 15 % Low / Medium / High **Writing** 35 % / 45 % / 20 % Low / Medium / High **Spelling** 50 % / 30 % / 20 % Low / Medium / High **Grammar and Punctuation** 40 % / 35 % / 25 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

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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 2017 attendance rate by year level:

Results: 2017

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
90 %	92 %	90 %	87 %	90 %	92 %	92 %

Similar

Similar

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: 2017 0 ——— 100	● 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: 2017 0 ——— 100	● Similar

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).
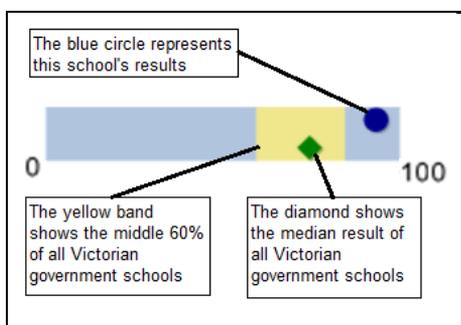
What does *School Comparison* refer to?

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.
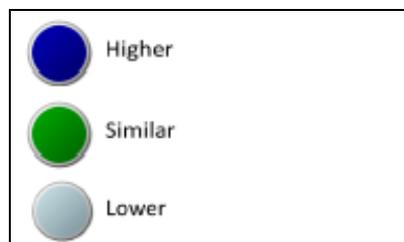
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* 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').

Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$1,589,049	High Yield Investment Account	$44,371
Government Provided DET Grants	$299,136	Official Account	$29,537
Government Grants Commonwealth	$110,269	Other Accounts	$108,740
Revenue Other	$41,681	**Total Funds Available**	**$182,649**
Locally Raised Funds	$178,466		
Total Operating Revenue	**$2,218,601**		
Equity¹			
Equity (Social Disadvantage)	$129,906		
Equity Total	**$129,906**		
Expenditure		**Financial Commitments**	
Student Resource Package²	$1,421,040	Operating Reserve	$100,196
Books & Publications	$1,081	Asset/Equipment Replacement < 12 months	$25,000
Communication Costs	$3,933	Capital - Buildings/Grounds incl SMS<12 months	$8,000
Consumables	$33,464	Maintenance - Buildings/Grounds incl SMS<12 months	$20,453
Miscellaneous Expense³	$102,199	Revenue Receipted in Advance	$4,000
Professional Development	$11,682	School Based Programs	$20,000
Property and Equipment Services	$116,511	Asset/Equipment Replacement > 12 months	$5,000
Salaries & Allowances⁴	$298,265	**Total Financial Commitments**	**$182,649**
Trading & Fundraising	$41,115		
Utilities	$20,483		

Total Operating Expenditure	**$2,049,773**
Net Operating Surplus/-Deficit	**$168,828**
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 05 March 2018 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.

Financial performance and condition summary
Kingsbury Primary School met all of its financial compliance, managed all funds via a sub-committee of School Council and ratified all actions at regular Council meetings. The school received additional funds, additional to normal government

funds because of the operation of the Out of School Hours Care Program. Equity funding was also received and was used to fund additional programs such as Indonesian and The Song Room projects across the school. Grants were sourced where possible to provide additional support. These included the Berry Street Education Model and the Bike Ed fleet.

The net operating surplus was achieved because of sound management of the School Resource Package in order to ensure sufficient funds were available in 2018 for the return of staff (previously on leave) and to provide additional resources for programs in 2018. The School Council recognises the importance of investing in school infrastructure and maintenance to ensure a safe and supportive learning environment and subsequently, has factored this into future plans with an investment in facilities and resources planned for 2018.