

2016 Annual Report to the School Community



School Name: Kingswood Primary School

School Number: 5106



Name of School Principal:	Rosemary Cosentino
Name of School Council President:	Simon Lees
Date of Endorsement:	20/03/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Kingswood Primary School had 581 students in 2016 at census day; this was an increase of 47 students when compared to 2015. We had 24 classes across the school. The school enrolled 85 preps with 40% coming from outside the Dingley Village area

The school's educational philosophy is based around the concept of laying the 'Foundations for Success' and making a 'Positive Difference' to the lives of every student. To achieve this, it is important to discover the individual talents of each child, to put students in an environment where they want to learn and where they can discover their true passion.

Kingswood is an internationally accredited Habits of Mind School. Habits of Mind are dispositions that are skillfully and mindfully employed by intelligent people when confronted with challenges. Kingswood implements 'Visible Thinking' protocols from the Harvard Graduate School of Education. Habits of Mind and Visible Thinking are strategies that assist students to problem solve, become more intelligent and successful students and adults in later years.

Kingswood's Brand is engaging, innovative and caring in everything we do to cultivate a great teaching and learning environment. At Kingswood we value that:

1. We are here for the students
2. We are leaders in education
3. We thrive in a team culture
4. We are safe, friendly and organised
5. We engage our community

Kingswood Primary has flexible teaching spaces, allowing us to design a curriculum that meets the needs of the 3rd millennium learners. Students are grouped according to their ability levels as they learn literacy, numeracy and inquiry skills. Students have the latest technology such as PCs, MacBooks, iPads and interactive TVs. The school is a leader in innovative technology and proudly hosts an ICT Conference for teachers around the state. Specialist programs in Science, Engineering, Robotics & Coding, Visual Arts, Performing Arts, Japanese and Physical Education complement class programs.

Further opportunities for our students are provided through a range of support and extension programs. Students are given opportunities to participate in extra-curricular programs, including drama, keyboarding, guitar, drums, vocal classes, chess and Rubik club, crocheting, choir, karate, sporting clinics, ball handling skills, adventure camps, surfing, skiing and the RACV Energy Breakthrough Challenge. We offer Japan Study Tours for Year 5 and 6 students every two years.

Kingswood is a Stephanie Alexander Kitchen Garden school. Students are introduced to the pleasures of preparing, cooking and eating a variety of foods they have grown in the garden. We even have our own free-range chickens and fresh eggs are collected daily.

As you can see, Kingswood Primary School is a very happening place and a great school to educate your child.

Framework for Improving Student Outcomes (FISO)

1. The FISO priority 'excellence in teaching and learning' and the initiative 'building practice excellence' were selected to support the improvement pathway from a good to a great school. Kingswood recognises the importance of a collaborative approach to professional learning, with the collective sharing of skills, expertise and experience. In 2016 there was a focus on building consistency and quality of teaching practice across the school to lower in-school variation in student performance. The data also indicated the need to extend students working above the expected level, ensuring that all students make twelve months' progression within the year. We developed consistent teaching protocols and introduced the Six Plus One Writing Traits. Every classroom displays learning intentions and success criteria, this ensures that students have a better understanding of the purpose of the lesson and can monitor their own learning. We also began work on setting challenging learning tasks so that we catered for students working above the expected level.
2. The 'professional leadership' FISO priority and 'building leadership teams' initiative were selected to



strengthen succession planning and to develop capabilities of the leadership team. Kingswood identified the need to focus on distributed leadership so leaders can understand their role to lead student learning. The school provided opportunities for middle range leaders to attend high caliber professional training in Literacy and Numeracy as well as participating in the Curiosity and Powerful Learning project, aimed at developing leadership capacity and reducing variability within classes.

Achievement

As part of our Curiosity and Powerful Learning, teachers created an explicit Teaching Model that was implemented in the second half of the year. Teachers planned together to ensure targeted teaching and common pedagogy. Standards measured, for the last time, against AusVELS (Australian Curriculum / Victorian Essential Learnings) indicated we did not meet our ambitious overall target of 99% of students making 12 months learning growth from December 2015 to December 2016 in Writing. This goal was not achieved at any level of the school. Writing will again be a whole school focus in 2017.

NAPLAN

Our data from the National Assessment Program (NAPLAN) was good, with results in Years 3 and 5 consistently showing we are scoring at the upper end of the middle 60% of all Victorian primary schools and our students are significantly above the mean average of all Victorian primary schools.

64% of cohort mean data tracked from Year 3 to Year 5 showed medium to high growth in Writing as measured by NAPLAN results, which was below the school set target of 90%.

Teacher/Student/Parent Surveys

Results clearly indicate both teachers and students want to be at, and are connected to Kingswood Primary School scoring well above the state mean. These results should be something for the school to celebrate. Although our parents scored us well they were still below the state average. This will be an area of focus for Kingswood to address in 2017

Curriculum Framework implemented in 2016

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

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

Engagement

The school continued to implement the Habits of Mind and embed them into the everyday language of staff and students, including individual student awards at assembly each week.

Classroom codes of behaviour, positive classroom awards and the promotion of resilience skills continued throughout the year, with an explicit focus at the beginning of each term. We further developed use of Kimochis in Prep to Year 3/4s. The school continued to implement the Alannah & Madeline Foundation, Better Buddies Program.

Kingswood was finally accredited as a Smart School by the Alannah & Madeline Foundation after several years of meeting stringent requirements.

Our classrooms are creative and engaging learning spaces, where teachers and students learn collaboratively. Our students are happy to come to school as our average student attendance rate was 94%, well above the state. The staff and student opinion survey results clearly indicate that both students and teachers are highly connected to Kingswood Primary School.

An extensive range of extra curricula activities were provided to encourage students to explore interests, discover talents and develop skills. Surf Camp, Year 4 Camp and Year 6 Camp, lunchtime clubs – Chess, Rubik's Cube, Calisthenics, Limelight Drama, Coding, sporting activities and Junior and Senior Choir, are a few of the opportunities offered to students. Our highly successful Stephanie Alexander Kitchen Garden Program is supported by a Kitchen specialist and a Garden specialist; a kitchen classroom and an extensive garden, which further strengthens student engagement.



Wellbeing

The Student Wellbeing Sub-Committee continued focusing on the need to build emotional intelligence and resilience. The Andrew Fuller Resilience Survey was conducted from Years 4 to 6. Results were given to individual schools but also Dingley Village combined data, which results in shared data with our Dingley School Group. Data for Kingswood was presented to staff and the Wellbeing Sub-Committee.

Focus groups were conducted after the survey, data was returned to determine thoughts beyond the answers. The data indicated that students lost sleep from worrying and felt they couldn't overcome their difficulties. The girls also indicated they could not face up to their problems and were feeling unhappy and depressed.

The Dingley Schools Group, a collaborative group, met throughout the year to organise parent information sessions and combined school activities with a focus on building resilience. Stride MPower Girls and Revved Up Boys were the two student programs used by the Dingley Schools in 2016, with students from Years 3 to 5 combined across the schools and a day of resilience activities conducted. From the data collected from the Dingley schools over the past two years we do not feel as though we are seeing the substantive shift that we would have liked. The Dingley Schools Group applied for and were successful in receiving funding to engage The Resilience Project through 2017 to provide students with strategies to promote resilience.

KidsMatter professional learning was conducted in Component Two – Social and Emotional Learning, along with a Kimochi day and Kimochi parent information night. Further Kimochi resources were purchased through the support of the Parent Club.

For more detailed information regarding our school please visit our website at
www.kingswood.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 581 students were enrolled at this school in 2016, 274 female and 307 male. There were 17% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>54%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>59%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>46%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>64%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>42%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	54%	19%	Numeracy	30%	59%	11%	Writing	36%	46%	18%	Spelling	16%	64%	20%	Grammar and Punctuation	35%	42%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="563 819 1042 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	95 %	94 %	92 %	93 %	92 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	95 %	94 %	92 %	93 %	92 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

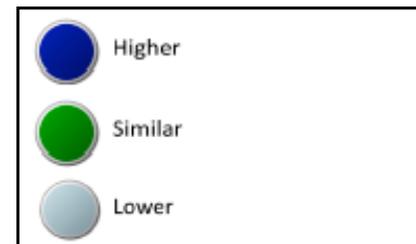
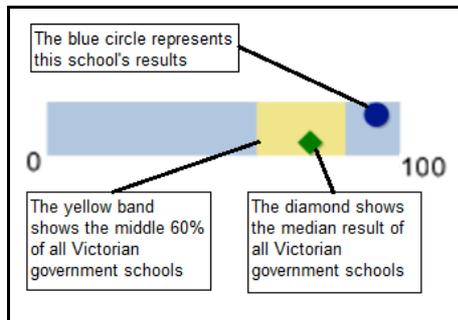
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

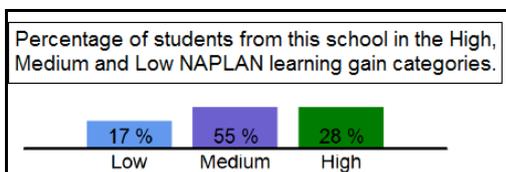
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performance.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,737,268
Government Provided DET Grants	\$658,007
Government Grants Commonwealth	\$5,819
Government Grants State	\$2,700
Revenue Other	\$28,211
Locally Raised Funds	\$716,276
Total Operating Revenue	\$5,148,281

Expenditure	
Student Resource Package	\$3,515,504
Books & Publications	\$5,772
Communication Costs	\$18,081
Consumables	\$105,795
Miscellaneous Expense	\$356,737
Professional Development	\$50,864
Property and Equipment Services	\$443,687
Salaries & Allowances	\$175,541
Trading & Fundraising	\$126,849
Travel & Subsistence	\$55
Utilities	\$38,018

Total Operating Expenditure **\$4,836,904**

Net Operating Surplus/-Deficit **\$311,377**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$27,023
Official Account	\$49,218
Other Accounts	\$455,210
Total Funds Available	\$531,450

Financial Commitments	
Operating Reserve	\$186,982
Asset/Equipment Replacement < 12 months	\$61,900
Capital - Buildings/Grounds incl SMS<12 months	\$159,500
Maintenance - Buildings/Grounds incl SMS<12 months	\$22,000
Revenue Received in Advance	\$101,068
Total Financial Commitments	\$531,450

Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.