

2022 Annual Report to the School Community

School Name: Kingswood Primary School (5106)



- 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 of the previous calendar year 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 21 March 2023 at 10:28 PM by Aaron Cox (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 22 March 2023 at 12:15 PM by Dhani Chandrasegran (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities 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

Kingswood Primary School had a successful return to onsite learning in 2022. This was the first year since 2019 that we had a completely uninterrupted school year. Our priorities upon our return were to reconnect with each other as students, staff, and parents, build stamina and re-establish high expectations.

Branding for Kingswood is essential as we communicate our vision to our existing community and the broader community. Below are our aligned statements that will drive Kingswood's school community forward for the foreseeable future:

Vision:

A Leading Learning environment celebrated for inspiring young minds.

Purpose:

We build the foundations for a full and successful life by nourishing curiosity and empowering each child

Values:

We are here for the students - We create a learning experience that ignites life's potential.

Lead the way - We inspire others to dream, learn do and achieve more.

Thrive in a team culture - We encourage and develop both team and individual success.

A place to shine - We stimulate imagination and instil a love of learning.

Connected to community - We engage our local community in developing the whole child.

Kingswood Primary School had 586 students on census day 2022; this was roughly the same as 2021. The school enrolled 88 preps despite having more wanting to attend. We strategically planned for four classes so that we would not need to bring any further portables on to the school site.

Our predicted forward enrolments for the next seven years if we enrol a minimum of 88 preps each year would see Kingswood maintain a healthy number of enrolments between 580-630. To accommodate 586, we had 25 classes. The long-term viability of the school is sound with Kingswood remaining the 'school of choice' in the Dingley Village area due to our breadth of learning experiences. However, there needs to be a balance between experiences and core teaching and learning time.

At Kingswood, we aim to create an engaging learning environment that is student centred and provides 'a place to shine'. Every year we take pride in improving our facilities. In 2022, we predominantly spent our time representing the school community to politicians to provide facilities that could be used in the future at Kingswood Primary School. School Council held their heads high and delivered the best possible outcome for the school in exceptionally difficult circumstances.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the return to school was smooth and welcomed by all. Everyone started the year with renewed energy and motivation. Our Professional Learning Communities (PLCs) celebrated the school's success in improving the student outcomes in reading, before starting their new journey of inquiry with a specific whole school focus on lifting student outcomes and engagement in writing. The PLC teams used evidence-based research to improve teacher practice and focused on how to analyse students' writing to identify the student's next steps to set student goals.

Our learning from 2022 is to continue to build staff capacity to support students to co-create learning goals that develop student agency in reading and writing.

The school continued to use summative and formative assessments to track students' academic achievement and growth. The whole school designed a new writing data wall that placed the face of the student alongside the data that focused on student growth. The data also supported identifying students that needed targeted intervention or further investigation into the barriers to their

learning in writing. This information also helped to inform the selection of students for the Tutor Learning Initiative or intervention groups.

In addition, the school recruited an additional tutor to support students with English as an additional language (EAL) and to also support social play with small groups of our junior students.

2022 NAPLAN data for Year 3 Reading NAPLAN results indicated that 97% of students were performing above the minimum standard with 80% of students reaching the top two bands (state 58% and similar schools 72%).

Year 3 Writing NAPLAN results indicated that 99% of students were performing above the minimum standard with 63% of students reaching the top two bands (state 51% and similar schools 64%).

Year 3 Numeracy NAPLAN results indicated that 93% of students were performing above the minimum standard with 53% of students reaching the top two bands (state 39% and similar schools 50%).

Year 5 Reading NAPLAN results indicated that 95% of students were performing above the minimum standard with 56% of students reaching the top two bands (state 43% and similar schools 55%).

Year 5 Numeracy NAPLAN results indicated that 89% of students were performing above the minimum standard with 47% of students reaching the top two bands (state 44% and similar schools 51%). Year 5 Writing NAPLAN results indicated that 89% of students were performing above the minimum standard with 25% of students reaching the top two bands (state 29% and similar schools 37%).

We have seen very pleasing results for our Year 3 students as they are above the state and similar schools in all areas of learning. Our future work lies in continuing to improve our year 3 numeracy to be well above similar schools. Our senior school growth data was above similar schools in reading. Over the last three years, our Year 5 writing data has improved every year, with our 2022 cohort attaining the greatest number of students in the top two bands. The next step is to continue to build on our successes so that our Year 5 writing data is in line with our similar schools.

Our 2022 school review celebrated our staff's dedication to ensuring we are always here for the students and that as a team we thrive on leading the way to challenge and improve our practice.

Finally, as a school, we are continuously fostering our students' ability to visualise and explain their thinking, as we work with our community to ensure our students become confident learners and citizens that have every opportunity to shine.

Wellbeing

Starting off 2022 with an assurance that lockdowns were a thing of the past meant that the year began with a renewed sense of energy and security from both staff and students. Our students' sense of connectedness to school as measured by the Attitudes to School Survey (AToSS) was higher than our four-year average and higher than both similar schools and the state. This is likely due to the fact that students feel connected when they are actually on site at school! The year also saw a renewed emphasis from the Department of Education on Wellbeing as well as Learning. At Kingswood we committed to a minimum of one 50-minute Wellbeing teaching session in a week. We continued working with the Student Learning and Wellbeing subcommittee and the Wellbeing Priority Team. These teams looked at wellbeing data, worked with students on developing expected behaviours, celebrated special days including Harmony Day, RUOK? day and reconciliation week. We also continued throughout 2022 working with our Respectful Relationships implementation team. A highlight of this work was the level of interest from staff when it was opened up to everyone and our team grew from four to nine people. The team worked on developing scope and sequences for the Resilience, Rights and Respectful Relationships curriculum. We also sent two staff to 'Teaching Topics 7&8' professional learning to support them with the implementation of the two mandated topics - Gender and Identity and Positive Gender Relationships. During 2022 we continued to provide Student Support Group meetings for many families of students with disabilities, with attendance issues or general behaviour and wellbeing concerns. We successfully shifted to the new Disability Inclusion Funding model from the Program for Students with Disabilities receiving individual funding for 2 students. We employed a special education teacher to support classroom observations and recommendations of adjustments that teachers could be making to the teaching and learning or the environment to maximise participation for all students. Positive endorsement of management of bullying as measured by the AToSS was higher than our four-year average and than both similar schools and the state, however, was still one of our lowest measures. This has warranted Kingswood investing in the School Wide Positive Behaviour framework to develop some consistent language and expectations for our students. Our staff and students determined three expected behaviours to be trialled through 2023, they are Be respectful, Be resilient and Be empathetic. Building works then impacted our play spaces and timetables for term 4, this meant that we were running two separate timetables one for Prep to 2 and one for Three to Six. Work in 2023 will continue on what these behaviours look like in different spaces of the school and then developing consistency in the consequences that are applied across the school.

Engagement

Our attendance data for 2022 was higher than our four-year average but slightly lower than similar schools and the state average. Several factors contributed to this, we saw the return of overseas family holidays, covid had not disappeared (with many getting it for the first time) and the Department was still requesting that students with cold and flu like symptoms be sent home. We provided attendance Student Support Group meetings for students with chronic absences and return to school and attendance plans for students at risk. Students who were struggling with separation anxiety or school attendance also had access to our school counsellor or the Monash University Provisional Masters of Counselling students. Both of whom worked with a wide range of students on issues such as emotional regulation, parental separations and anxiety. 2022 was also the year that Leo began his training as our new therapy dog and the whole school Colour Run was able to raise significant funds to cover the cost of this training. Story Dogs came to Kingswood to promote engagement in Reading and were a huge success with the students. In term 4 of 2022 in response to the number of extended family holidays we created Absence Learning Plans for students who were going to be on holiday for at least four weeks which parents signed and provided ongoing learning for the students. Term 4 also saw the return of letters to families whose children fell within the 'at risk', 'chronic absence' and 'severely chronic absence' reinforcing the Department of Education's message that there is no safe number of days to be away.

Engagement at school was promoted through a range of camps, excursions and incursions and a number of community events organised by our parent association and Facilities and Community Engagement subcommittee. These included our term 1 Stomp Dance concert, Father's and Mother's Day stalls and breakfasts, a whole school movie night, school sports activities, school swimming, Year 6 graduation and Prep transition. It was fantastic to see two teams attend the Energy Breakthrough Challenge in Maryborough for the first time since covid. We also continued our association with the Noble Park and Dingley Rotary Club with our Early Act club raising funds for flood victims, cancer victims and in term 4 they started selling ice creams towards our Wheelchair for Kids fundraiser to be held in 2023.

Other highlights from the school year

We saw many successes through 2022, including being able to deliver a Canberra Camp for our students with very stringent covid-19 protocols and many additional staff attending. We undertook an extremely successful review which was positive in terms of the practices, culture and teaching and learning happening at Kingswood. Finally, after much persuasion we managed to deliver a building project that was at least acceptable to the school community but at a financial cost to the school.

Financial performance

Whilst Kingswood has been exceptional at managing finances for future projects in the past, it is important to note that the school has needed to contribute, with School Council approval, \$456,000 in addition to the 1.3 million extra funding to deliver the minimum standard build by the VSBA. This additional contribution was not anticipated but since our core value is 'We are here for the students' we were compelled by our values to do what we could for the children.

The use of these funds will impact on our ability to deliver future projects such as the redevelopment of the old hall into classrooms. The school will need to raise significant local funds to see these projects through to completion over the coming years.

In total we received \$336,403 in funding to support students who needed adjustments in class, Funded students was to the tune of \$251,854 another \$80,200 in English as an Additional Language funding, Tutor Learning Initiative was \$122,271 and finally equity funding to the tune of \$22,000.

For more detailed information regarding our school please visit our website at
<http://www.kingswood.vic.edu.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 2.0 (FISO 2.0).

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 586 students were enrolled at this school in 2022, 297 female and 289 male.

24 percent of students had English as an additional language and 0 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).

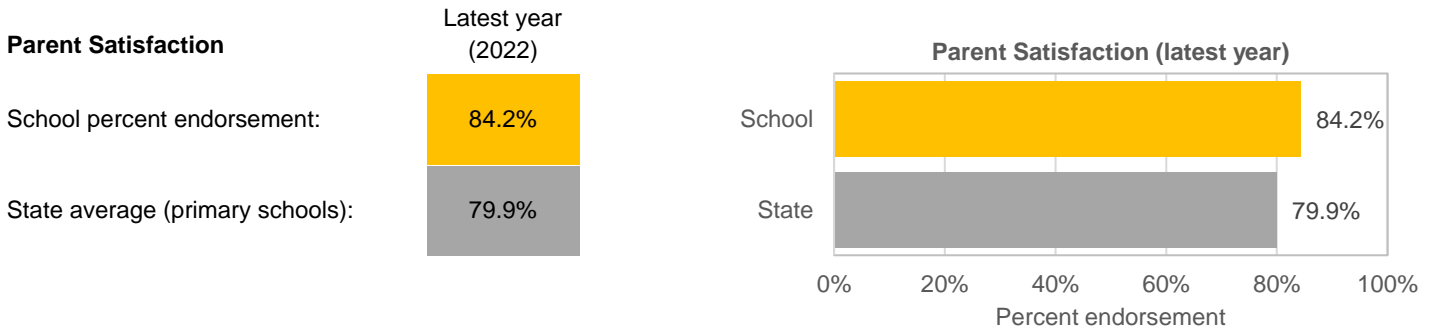
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

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.

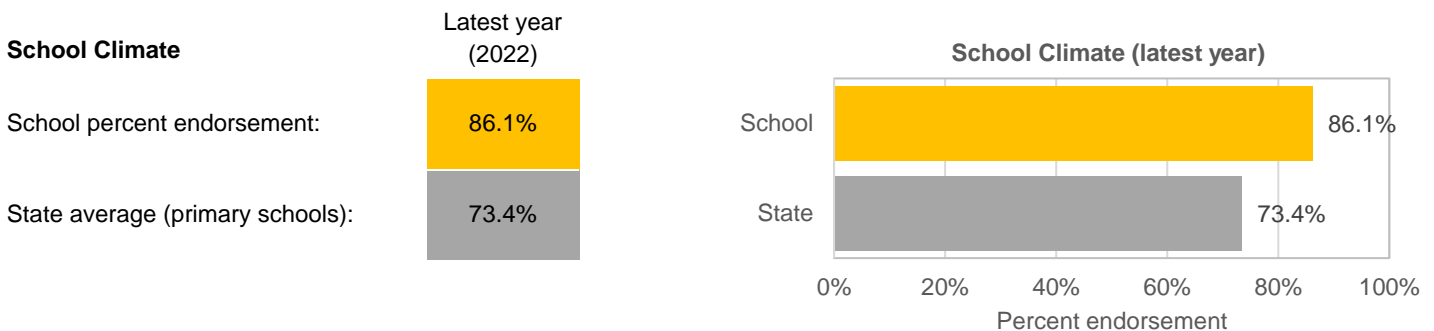


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

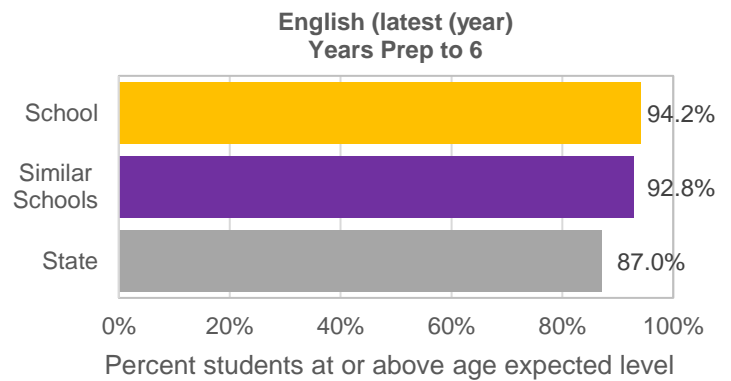
94.2%

Similar Schools average:

92.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

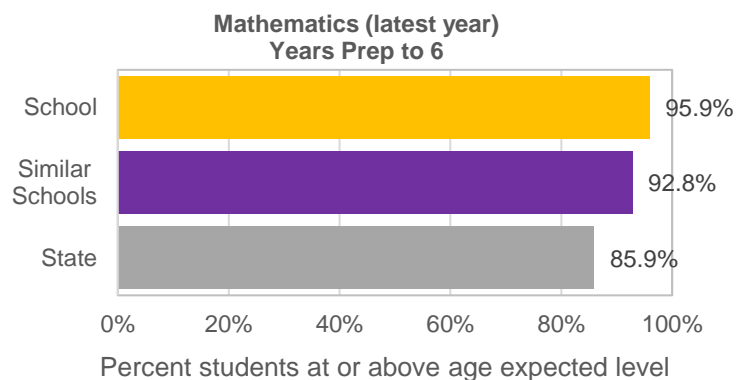
95.9%

Similar Schools average:

92.8%

State average:

85.9%



LEARNING (continued)

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.

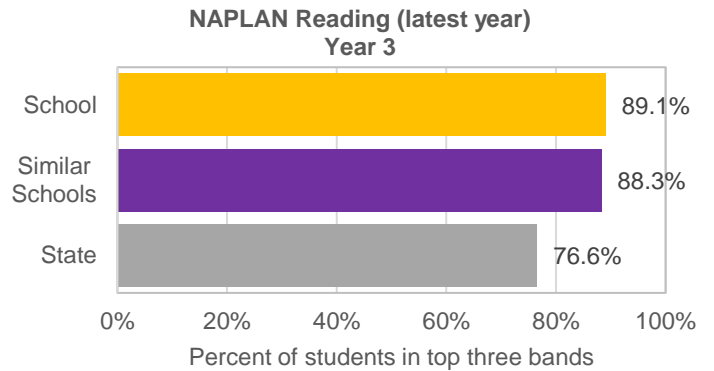
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

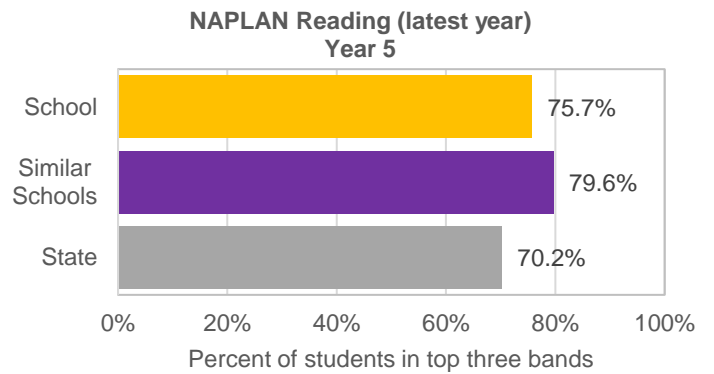
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 89.1% | 89.4% |
| Similar Schools average: | 88.3% | 87.6% |
| State average: | 76.6% | 76.6% |



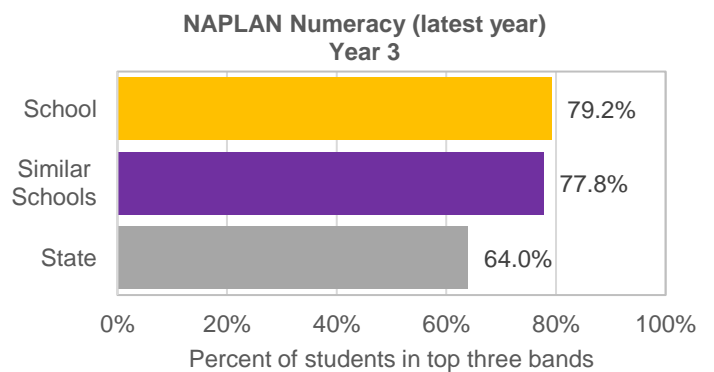
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 75.7% | 75.4% |
| Similar Schools average: | 79.6% | 80.5% |
| State average: | 70.2% | 69.5% |



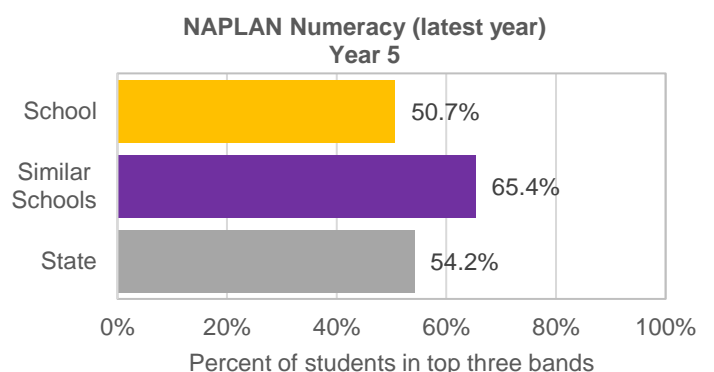
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 79.2% | 78.9% |
| Similar Schools average: | 77.8% | 79.5% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 50.7% | 64.1% |
| Similar Schools average: | 65.4% | 71.4% |
| State average: | 54.2% | 58.8% |



WELLBEING

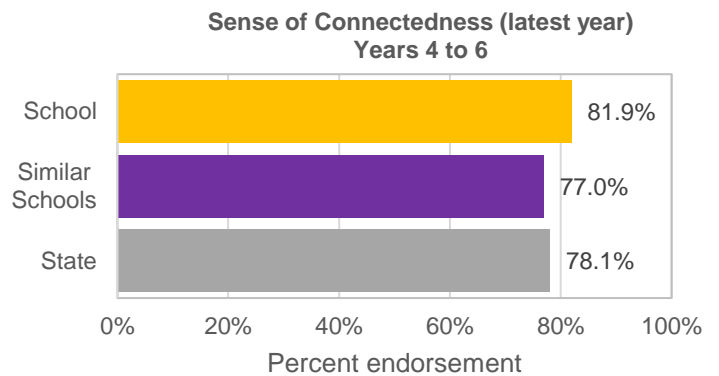
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 81.9% | 80.5% |
| Similar Schools average: | 77.0% | 79.0% |
| State average: | 78.1% | 79.5% |

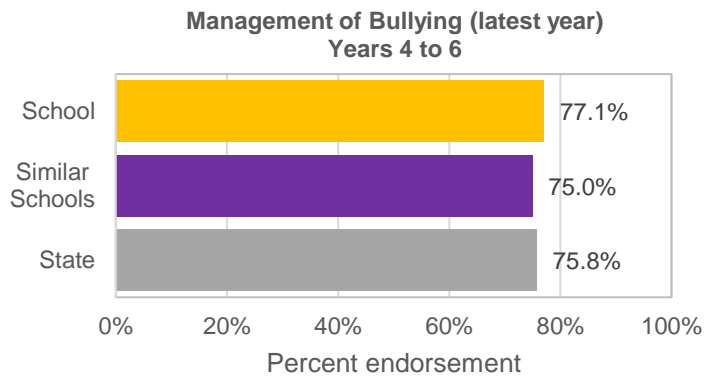


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 77.1% | 75.6% |
| Similar Schools average: | 75.0% | 77.9% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

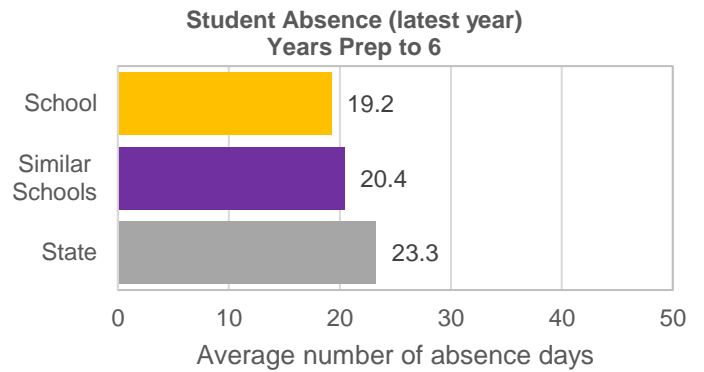
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 19.2 | 12.7 |
| Similar Schools average: | 20.4 | 14.0 |
| State average: | 23.3 | 17.0 |



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2022): | 89% | 90% | 91% | 90% | 90% | 91% | 90% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$5,133,033 |
| Government Provided DET Grants | \$799,189 |
| Government Grants Commonwealth | \$15,852 |
| Government Grants State | \$0 |
| Revenue Other | \$16,846 |
| Locally Raised Funds | \$601,883 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$6,566,803 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$22,077 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$22,077 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$5,032,112 |
| Adjustments | \$0 |
| Books & Publications | \$5,505 |
| Camps/Excursions/Activities | \$224,167 |
| Communication Costs | \$17,181 |
| Consumables | \$155,346 |
| Miscellaneous Expense ³ | \$30,600 |
| Professional Development | \$37,178 |
| Equipment/Maintenance/Hire | \$127,072 |
| Property Services | \$92,903 |
| Salaries & Allowances ⁴ | \$149,248 |
| Support Services | \$180,912 |
| Trading & Fundraising | \$53,388 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$58 |
| Utilities | \$52,742 |
| Total Operating Expenditure | \$6,158,413 |
| Net Operating Surplus/-Deficit | \$408,391 |
| Asset Acquisitions | \$61,033 |

- (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 25 Feb 2023 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 2022

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,108,193 |
| Official Account | \$43,838 |
| Other Accounts | \$55,225 |
| Total Funds Available | \$1,207,256 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$175,531 |
| Other Recurrent Expenditure | \$8,680 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$14,450 |
| School Based Programs | \$11,633 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$10,717 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$45,000 |
| Capital - Buildings/Grounds < 12 months | \$305,000 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$230,000 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$801,011 |

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.