

# 2017 Annual Report to the School Community



School Name: Kingswood Primary School

School Number: 5106





## About Our School

### School Context

Kingswood Primary School had 588 students in 2017; this was an increase of 7 students when compared to 2016. We had 24 classes across the school. The school enrolled 66 preps despite having many more wanting to attend. We strategically planned for three classes instead of four, so that numbers remain in the low six hundreds. The long-term viability of the school is bright with Kingswood remaining the 'school of choice' in the Dingley Village area. Other demographic factors such as the development of the Kingswood Golf Course and the proposed new school in the Keysborough growth corridor will possibly have an impact on future enrolments.

At Kingswood, we aim to create an enjoyable learning environment that is rewarding, organised, friendly and safe. Every year we improve our facilities. In 2017, we installed new carpet to the administration building and rearranged the office working space. With the success of our second musical production, *Beauty and the Beast* we needed to store costumes and hence, re-purposed one of the porch areas into a musical storeroom. We renovated the visitor's toilet and built the long awaited bike shed with funds raised from the building fund. We are grateful to the Bendigo Bank for their generous grant of \$18,000 to support the installation of a digital sign at the front of the school. The balance of funds came from the revenue we received from the digital technology conference.

We were excited to host our first Learners as Thinkers Conference, as it was an opportunity to show case our work as a Thinking Culture School. We had another successful STEAM conference in August, attracting 420 delegates from across the state. Both these conferences help to keep Kingswood on the map as a school leading in education and a great revenue source for the school. I thank my amazing staff for the work and effort that goes into planning such events.

2017 was a busy year with many achievements that we as a school can be proud of, especially the announcement from the Department recognising Kingswood Primary as a Lead School, due to its high academic results and strong leadership. This recognition is a great accolade and endorsement of the work our teachers provide in delivering the best education for all students. We are truly laying the foundations for success and making a positive difference in the life of each student.

### Framework for Improving Student Outcomes (FISO)

The FISO focus for 2017 was 'Building Practice Excellence' and 'Building Leadership Teams'. Kingswood successfully provided a curriculum appropriate to the learning needs of all students, underpinned by high quality teaching and assessment practices. We worked tirelessly documenting whole school curriculum and reevaluating our assessment schedules for Literacy and Mathematics. We implemented an inquiry-based improvement model, strongly supported by the annual implementation plan, and use of Instructional Leaders placed across the different PLC's (Professional Learning Communities). We identified student needs and provided programs to support personalised learning through targeted data analysis. Teaching and learning was precise and explicit, meeting the needs of all students.

In 2018, we will continue to focus on explicit teaching and assessment in Writing, ensuring that we meet the needs of a 21st century learner. Visible Thinking, and Teaching for Understanding will be further embedded in teaching and learning at all year levels, to integrate the development of students' thinking with content learning, to deepen subject-matter learning, and to cultivate students' disposition towards thinking.

In 2018, building teacher understanding of curriculum and assessment will become our key priority, with high quality professional learning and coaching provided to teachers by our Instructional Leaders and curriculum leaders. There was overwhelming support from all staff that the PLC program continue for a second year as the teachers felt their professional growth in 2017 was significant. The school is committed to reducing variability and improving consistency between classrooms, in order to continue producing high impact results.

### Achievement



**NAPLAN RESULTS** for Kingswood are very good, propelling Kingswood PS into the high performing schools band. 82% of students tracked from Year 3 to Year 5 demonstrated medium to high growth in Writing, this was an impressive 18% increase on our results from the same trend data from the prior year. In Reading, Numeracy, Spelling, and Grammar & Punctuation our learning gain is in the top 25% of the state. Our Year 3 and 5 students are performing above the state medium in all areas of Literacy and Numeracy. This is the best Kingswood has achieved since 2012. We further believe we are on an upward trajectory with future results.

**VICTORIAN CURRICULUM:** In terms of the Victorian Curriculum, we had an ambitious target of 99% of students making 6 months learning growth from June to December in Writing. We point out that the new Victorian Curriculum was introduced in 2017; hence, our target was for 6 months and not a full year. This was achieved at the Prep level, all other Year Levels - Year 1 to Year 6 fell slightly short, although we averaged 95.1% of students across the school. This is a significant improvement from our 2016 results. At every level, we saw an average 5%-10% improvement across the different year levels. Writing will again be the focus in 2018, as we complete the four-year cycle of the School Strategic Plan. In 2018, we will embark on a self-evaluation process and begin setting goals and targets for the next four years.

### Engagement

The students in Kingswood Primary School are highly engaged, demonstrated, in part, by our high attendance rates. The students in Years 4-6 completed the Resilience Survey, which provided direction for work on improving student engagement. The Students Create the Future project group worked on bullying.

The Attitudes to School Survey demonstrated that teachers give the students enough help to settle into the school (100%) and parents believe that school is important (99%). Student agency and voice was identified as an area for growth. The parents reported that they were satisfied with the overall education of their child/ren (88%), that teachers set high expectations (95%) and their child is treated with respect (97%). The team culture has continued in Kingswood, which resulted in 89% of staff reporting positively about the collective efficacy.

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. Karen Boyes (Habits of Mind Consultant) visited and worked with the team to prepare an action plan for further development.

School Council approved a new camp structure in 2017, with the focus on building the independence and resilience of the students and ensuring that each student is given a range of experiences including cultural, academic and social.

Parents were engaged through the review of policies, opportunities to provide feedback via our Snapshot Surveys on local events and topics and participation in our Community Engagement Taskforce. Information videos were produced to give parents a deeper understanding of programs and initiatives.

### Wellbeing

Student Wellbeing Sub-Committee continued focusing on the need to build emotional intelligence and resilience in our students.

The Dingley Schools Group, a collaborative group, met throughout the year and organised parent information sessions and combined school activities with resilience as a focus. The students in Years 4-6 attended resilience training sessions run by Andrew Fuller alongside their counterparts in the other 2 local primary schools. Staff and parents attended information sessions with John Hendry who focused on strategies to build resilience and problem solving skills to ensure future success.

The Walk or Wheel on Wednesdays (WOW) initiative was run through Term 2, which helped to increase the number of students travelling to and from school by foot, bike or scooter.

Staff attended training in SAFEMinds (Schools and Families Engaging Minds), responding to trauma and Peaceful Kids & Mindfulness. Training for staff on creating a mindful learning space will be rolled out in 2018.

The Wellbeing Team also ran a Get Active in August morning, which involved students and their parents engaging in physical activities such as dance, hula hooping, skipping and running. Plans are in place to develop this further in 2018.



For more detailed information regarding our school please visit our website at  
[enter web address here]



## 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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 588 students were enrolled at this school in 2017, 285 female and 303 male.</p> <p>18 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## 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
<p>Teacher Judgement 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## 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
<p><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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>



## 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																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>43%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>12%</td> <td>55%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>58%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>51%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>54%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	43%	28%	Numeracy	12%	55%	32%	Writing	18%	58%	24%	Spelling	24%	51%	25%	Grammar and Punctuation	19%	54%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29%	43%	28%																							
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## 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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>School Comparison</b> 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	94 %	94 %	93 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	94 %	94 %	93 %	92 %										



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	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)

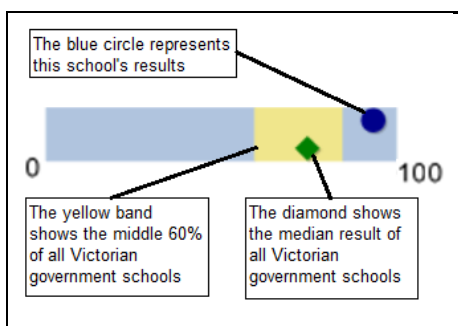
### Engagement

- 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).

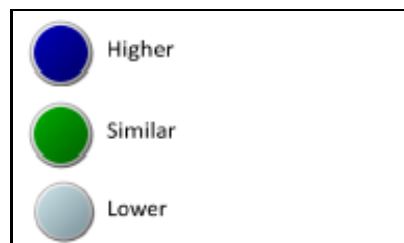


## What does *School Comparison* refer to?

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

Kingswood Primary School has achieved a financial result of a \$327,020 surplus for the 2017 year. This was due mainly to a surplus in the SRP of \$253,485 along with budgeted expenditure being slightly lower than anticipated.

Kingswood Primary School expenditure was directly linked to identified goals and priorities specified in the 2017 Annual Implementation Plan and School Strategic Plan. Resource allocation continued to focus on student learning, building teacher and leadership capacity, student wellbeing and Information and Communication Technology.

The school used equity funding (\$22,724), as well as surplus funding to employ four additional part-time co-teachers allowing Instructional Leaders to be released from their classrooms 3 days per week. This led to increased teacher capacity across all year levels, which in turn resulted in higher academic results. Kingswood will continue to invest in co-teachers for an additional year.

School based profit making programs also contributed an additional \$107,000 to the schools revenue. The annual ICT and Thinking Conference generated \$59,000 profit; fundraising activities generated \$39,000 profit and the schools trading operations generated a combined profit of \$9,000. These profit-making programs give the school opportunities to invest in our facilities and to provide a range of activities and programs that allow our students to explore their interests.

Overall, Kingswood Primary School is financially well managed and is in a very sound financial position. Kingswood Primary School is committed to continuing the provision of high quality educational opportunities, as well as maintaining the facilities at the current high standard.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,987,029	High Yield Investment Account	\$25,488
Government Provided DET Grants	\$602,430	Official Account	\$35,403
Government Grants Commonwealth	\$20,536	Other Accounts	\$493,913
Revenue Other	\$38,705	<b>Total Funds Available</b>	<b>\$554,803</b>
Locally Raised Funds	\$951,190		
<b>Total Operating Revenue</b>	<b>\$5,599,890</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$22,724		
<b>Equity Total</b>	<b>\$22,724</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,733,544	Operating Reserve	\$101,645
Books & Publications	\$4,578	Asset/Equipment Replacement < 12 months	\$55,000
Communication Costs	\$15,939	Capital - Buildings/Grounds incl SMS<12 months	\$125,398
Consumables	\$136,588	Maintenance - Buildings/Grounds incl SMS<12 months	\$39,000
Miscellaneous Expense <sup>3</sup>	\$557,741	Revenue Receipted in Advance	\$192,282
Professional Development	\$40,838	School Based Programs	\$5,431
Property and Equipment Services	\$461,376	School/Network/Cluster Coordination	\$20,844
Salaries & Allowances <sup>4</sup>	\$123,495	Other recurrent expenditure	\$15,202
Trading & Fundraising	\$153,093	<b>Total Financial Commitments</b>	<b>\$554,803</b>
Travel & Subsistence	\$304		
Utilities	\$45,374		
<b>Total Operating Expenditure</b>	<b>\$5,272,870</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$327,020</b>		
<b>Asset Acquisitions</b>	<b>\$144,876</b>		



- (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.*