

2014 Annual Report to the School Community

Kangaroo Flat Primary School

School Number: 981



Name of School Principal:

Kim Saddler
Acting Principal

Name of School Council President:

David Hunter

Date of Endorsement:

March 2015

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Our school's vision is to prepare young people to become active, engaged and responsible citizens capable of successfully interacting and learning in our local and the wider global community. We are located at the southern gateway to Bendigo in a growing residential area.

Our 308 students are at the centre of our learning community and the decisions we make. In 2014 our student demographic continued to grow in cultural diversity – with approximately 10% of our student population having EAL (English Additional Language) status, many from refugee backgrounds. Our school values of- **Respect, Teamwork, Responsibility and Being Your Best** capture the spirit of the way we go about our work and our commitment to continuous improvement.

In 2014 our school had 18.4 equivalent full time teaching staff including two Principal class school leaders. 6.4 equivalent fulltime Education Support Staff, including a full time Primary Wellbeing Officer and 0.6 Chaplain combined to make one effective and collaborative team.

Each year we unveil a word of the year which symbolizes an overarching theme connecting all elements of our work. In 2014 this word was DIVERSITY!

Key teams within our school interact and collaborate to ensure each student has the best opportunity to reach their potential. An English as Additional Language Teacher supports our new arrival students.

Our school structure is founded on “neighbourhood thinking” every teacher within a neighbourhood has a responsibility to every learner and each other. We have 6 neighbourhoods, which include specialist art, music and PE facilities.

School Improvement Teams in the areas of Literacy, Numeracy, Wellbeing & Pathways initiate and drive best practice thinking and translate this into action across the school. Ongoing professional learning is a key school priority and is actioned through peer coaching, peer observations, a fortnightly whole staff professional learning program and learning partnerships with other schools. National Partnerships funding supports these processes.

The 4th R in our school is to develop and foster opportunities to support and grow resilience and relationship skills in every learner enabling them to thrive socially and emotionally. Using the Kids Matter Framework along with explicit wellbeing protocols and procedures we work hard to ensure that every face has a place! Our Primary Wellbeing Officer and School Chaplain provide additional skills and expertise to support whole school wellbeing.

We are proud of our community and our students. We openly and actively celebrate our achievements and the achievements of our students via our weekly school community assemblies, our newsletter, school app, website and local media. Friday school assemblies showcase weekly highlights under the leadership of an outstanding student Assembly Team. Through parent opinion surveys our community continues to show a high level of satisfaction around the work that we do. We know our community well. We embrace our community to ensure every member has every opportunity to thrive! **Community counts at kfps!**

Achievement

In all areas, except for our Year 5 NAPLAN Reading data, our student achievement data in 2014 was similar to schools with a similar student population demographic. Our whole school learning focus in 2014 was about the 4 D's -Depth, Differentiation, Dynamic and Diversity. We wanted to accelerate our learners through explicit teaching and engaging learning tasks, that embraced the diversity of our student population. “Knowing Your Learners” conversations continued to be a regular feature of our work. School leadership and class teachers partnered in this work. Data sharing and tracking student improvement were key elements in these conversations. Literacy coaching continued to be a priority. Learning Improvement Plans were streamlined to address explicit targets each term and teacher professional learning featured heavily in our staff meeting cycle.

An extensive pathways program supported students with identified special learning needs. All “Program for Students with a Disability” students showed progress at satisfactory or above in achieving their learning goals. A comprehensive speech and oral language program supported identified learners. Students where English is an additional language (EAL) were supported by a dedicated EAL teacher. Building on this work in 2015 our key actions are around embedding a Learning Mantra “Imagine, Believe, Achieve” which will inspire students to aim high, set goals and work towards the achievement of their goals. Our work will be creating a common language around “being a learner”.

Engagement

Engaging our learners was and continues to be an explicit focus across our school. In 2014 students developed personal learning goals in partnership with their class teacher. Explicit feedback to students about what they know and where they need to go next in their learning is a key part of teacher work. Our staff believe that it is important for students to know and own their test results and then to know and understand how they can improve. Within our effective lesson model teachers have been concentrating on developing engaging “hooks” to set the scene for learning along with using explicit learning intention statements. By extending the school’s ICT resources students have access to laptops, netbooks, ipads and interactive televisions. Video Skype sessions with our sister school and Chinese buddies in Suzhou developed global connections and citizenship. Our school plans for a range of incursions every year to support and build on classroom learning. Camping opportunities off site add to learning depth and breadth. Hosting Chinese students for 8 weeks in Term 4 has inspired our students to think global and an elective Chinese language program has expanded language learning opportunities. In 2015, all students will have a Chinese cultural learning experience within their classes. Specialist facilities and resources for art, music, physical education and speech therapy enable rich and engaging learning to take place.

Wellbeing

Wellbeing continues to have a strong and proactive focus at our school. The Wellbeing Team effectively case manages health and wellbeing needs across the school. The work of the Chaplain (0.4) and Primary Wellbeing Officer (0.6) includes targeted small group intervention work for students with similar wellbeing needs. School Attendance continues to be a priority. Daily SMS messaging, individual attendance plans, phone calls, parent meetings, letters & postcards mailed home all support the key message that ‘It’s Not OK to be Away!’ Our school’s growing number of Refugee and EAL (English as an Additional Language) students has sharpened our focus on diversity within our school population. We have partnered with Foundation House in Melbourne to enhance our understanding of the needs of students with refugee backgrounds. Through our partnership with Bendigo Community Health we have been able to offer a Homework Club one afternoon per week. As a Kids Matter school we incorporate the explicit teaching of a Social & Emotional Learning (SEL) curriculum. This is to support the students’ connectedness to our school which has rated lower than like schools. Class meetings and circle time feature in our timetabled Wellbeing Hour. P- 4 classrooms have an additional wellbeing lesson each week facilitated by our Primary Wellbeing Officer. The Solving the Jigsaw program is offered at the Year 5/6 level, as is the Girl Space and Boys’ Business programs. Transition plans are written for many of our Year 6 students entering secondary school. Our weekly brekky club is popular with students as is our indoor “Kids Club” space open at each recess break. At kfps we enroll families not just students!

Productivity

Our school continues to align financial resources to the needs of our specific school community. We have developed strong partnerships during the year with Child & Adolescent Mental Health Services (CAMHS), Bendigo Community Health, Foundation House, St. Lukes, Talking Matters Speech, On Psych and School Youth Focused Services (SYFS) to support the growing needs and diversity of our school community. The employment of our own Speech Pathologist two days per week is a strong indication of our school’s ability to effectively align both financial and human resources.

We continue to have a strong Performance and Development Culture whereby staff meet each term to discuss their goals and strategies on their P&D plans. Teaching staff meet to discuss their students’ data sets in what is called “Knowing Your Learners” conversations with the Leadership Team.

As a Kids Matter school, we endeavor to create a positive school climate with parents, students and staff. Our Home School partnership is very important to us. At kfps – Together Everyone Achieves More!

For more detailed information regarding our school please visit our website at
<http://www.kangarooflatps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 315 students were enrolled at this school in 2014, 160 female and 155 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Lower</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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

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>33%</td> <td>51%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>54%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>41%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>54%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	51%	15%	Numeracy	31%	54%	15%	Writing	33%	41%	26%	Spelling	23%	51%	26%	Grammar and Punctuation	21%	54%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 920"> <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>92 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	92 %	94 %	92 %	94 %	91 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	92 %	94 %	92 %	94 %	91 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary

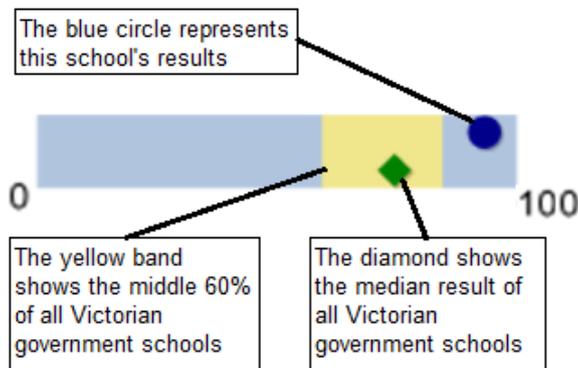
What are student outcomes?

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 colleges, 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.



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.

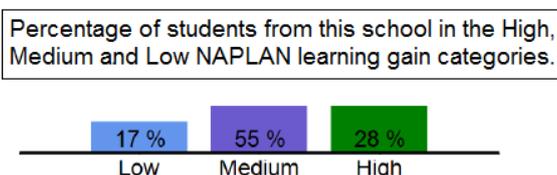
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.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 - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$2,144,183
Government Provided DE&T Grants	\$392,355
Government Grants Commonwealth	\$14,418
Government Grants State	\$1,800
Revenue Other	\$71,814
Locally Raised Funds	\$321,038
Total Operating Revenue	\$2,945,609

Funds Available	Actual
High Yield Investment Account	\$61,407
Official Account	\$14,208
Total Funds Available	\$75,615

Expenditure	
Student Resource Package	\$2,121,327
Books & Publications	\$8,306
Communication Costs	\$9,063
Consumables	\$52,187
Miscellaneous Expense	\$279,037
Professional Development	\$9,645
Property and Equipment Services	\$169,992
Salaries & Allowances	\$213,312
Trading & Fundraising	\$27,094
Travel & Subsistence	\$1,409
Utilities	\$34,964
Total Operating Expenditure	\$2,926,338

Financial Commitments	
Operating Reserve	\$75,615
Total Financial Commitments	\$75,615

Net Operating Surplus/-Deficit	\$19,271
Asset Acquisitions	\$0

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.

Financial performance and position commentary

The school finished 2014 with a small cash reserve, including the carried forward amounts for Money Smart, Bully Stoppers and Overseas Learning Experience. School received additional funds of \$18,000 due to the hire of our Gymnasium. We were also the successful grant applicant from School Youth Focused Services (SYFS) to employ a Transitions and Pathways officer in which we share with Crusoe College. Our school was the Banker school for the Chinese Exchange Program which inflated our revenue and expenditure by \$130,000.