

2017 Annual Report to the School Community



School Name: Kingsley Park Primary School

School Number: 5135



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2018 at 03:36 PM by Gill Gray (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 10 May 2018 at 03:12 PM by Karen Russell (School Council President)

About Our School

School Context

Kingsley Park is located in South Frankston approximately 42 kilometres from the centre of Melbourne on the Mornington Peninsula. Situated in a semi-bush setting, Kingsley Park has a rural feel to the tree lined grounds close to Robinson Reserve. At the end of 2016, a new Principal was appointed and a larger school leadership team formed. The work of this team over the 2017 year focussed on the School Peer Review which, when finalised in November ratified the improvement priorities identified by the leadership team combined with School Council for moving the school forward to future success.

Enrolments stabilised at 412 students through the year however moving in to 2018 have declined with the number of year 6 students leaving larger than the number of Prep students entering. A small percentage of language groups other than English (EAL) account for 2.1% of the school population, 3.4% of students identify as Aboriginal or Torres Strait Islander (ATSI), and 23.5% students are identified as disadvantaged or in out of home care. The current Student Family Occupation (SFO) index is 0.57 and a Student Family Occupation and Education (SFOE) Index of 0.5.

The leadership team is structured to align with the identified school improvement goals, and includes the school Principal, assistant Principal and three leading teachers, taking responsibility for Literacy, Numeracy and Wellbeing/ICT-eLearning. The school has begun to operate as a Professional Learning Community (PLC), with teachers working in collaborative Professional Learning Teams (PLTs), and has established links with six neighbouring schools as part of the PLC network. The school employs a team of staff that includes 24.2 fulltime equivalent (FTE) teachers and 6.6 (FTE) education support staff (ES). The school has a well-established Welfare Team consisting of a Child Psychologist 0.4, a DET Speech Pathologist and a Social Worker.

The school is organised into single classes for Foundation and multi-age classrooms in Years 1-6, and includes the specialist subjects of Physical Education (PE), Visual and Performing Arts, Science and Languages other than English (LOTE Indonesian). The school also provides opportunities for students to participate in extensive sporting activities and an instrumental music program. A 'bring your own iPad' digital device program operates across in Years 5-6, and the school provides additional digital devices through the library and computer room.

Kingsley Park Primary School has good facilities including a main building with 10 classrooms, administration and a resource centre, an art room, a multipurpose hall, music room with additional instrumental teaching spaces, canteen and an open-learning space that includes six classrooms, wet areas, conference rooms and a large multi-purpose area. The school grounds are attractive and include an artificial turf sports oval, three areas of play equipment, an amphitheatre, sealed play areas and maintained gardens as well as a native plant restoration area. The end of 2017 saw a playground upgrade underway.

We offer a wide selection of extra curricula activities to students including incursions, excursions, school productions, camps in grades 3-6, a host of lunchtime activities and private instrumental lessons (at cost) by qualified tutors. We host a number of sporting events and take part in Wakakirri as an addition to the Performing Arts program. We have four School Captains, two House Captains for each of Mottram, Flintoff, Harvey and Cole and a group of up to 20 Student representative Councillors. Our strong student leadership program provides students with skills in communication, interpersonal interactions, decision-making and leadership shown through the confidence students' gain in rising to all challenges.

Kingsley Park is a Kids Matter School. We are proactive about our approach to bullying and participate in the National Day of Action against Bullying and Violence annually. We follow the Restorative Justice approach and maintain respectful relationships with our students, even when dealing with behaviour issues. We strive to provide a safe, happy and inspiring learning environment for all of our students. There are clear expectations for academic success, behaviour, attendance, participation and leadership. We focus on punctuality and believe that regular attendance is highly important; working together on this is the key. Our student attendance rates have improved from 2016 with our school comparison rating of higher which indicates fewer absences than expected.

Teachers have high expectations of students with increasing academic achievements. This is formalized with the use of researched pedagogy and practice elements that make the most difference to students learning outcomes. Teachers develop strong partnerships with parents in support of their child's education. Parents continue to see the school in a positive light as shown through our Parent Opinion Survey feedback. We continue to engage with parents about teaching practices and their role within their child's education. We strongly encourage two-way communication; if there is a problem, share it with us so we can help, if you have any feedback, positive or constructive, then please give it to us so we can improve. To support and enhance communication, classroom doors are open from 8.35am, 10 minutes prior to learning time for informal chats with parents and for students to be organised and prepared for learning time. We have introduced Sentral for formalised communication and updates, improved our website and started our own KPTV (Kingsley Park TV show) to engage our families with important messages and information. Parent involvement in the school is welcomed and includes an active Kingsley Park Parent Group (KPG) and parent involvement at classroom level.

Framework for Improving Student Outcomes (FISO)

In 2017 the following FISO (Framework for Improving Student Outcomes) priorities were identified.

Excellence in teaching and learning – Curriculum planning and assessment. Our specific actions were to;

- Improve student learning outcomes through the development of consistent approaches to assessment across the school and ensure planning documents are informed by accurate assessments for learning growth.
- Develop and embed a school culture based upon collaborative teamwork, that values professional reflection and learning, continuous improvement, high expectations and unity of purpose across all aspects of the Teaching & Learning programs.

Positive climate for learning – Empowering students and building school pride: Our specific goals were;

- To create a culture of connectedness across the school with the change to multiage classrooms and the introduction of buddy grades across the school.
- Plan and implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students through KidsMatter.

Community engagement in learning - Building communities: Our specific goals were;

- Involve parents as partners more effectively into the school.
- To improve home/school communications for parents to feel updated, involved and more informed (Sentral, newsletter, website, FaceBook).
- To further build on our wider Professional Learning Community with our network of schools.

Moving forward in to 2018, our FISO focus will be on;

Building practice excellence – our key improvement strategies include deepen teacher knowledge of the curriculum standards and evidence based high impact teaching strategies to maximise the learning needs of all students and to improve data literacy to enhance teacher capacity to differentiate whilst increasing student agency and mutual accountability.

Empowering student and building school pride through developing and implementing a program that promotes social and emotional wellbeing and respectful relationships across the school.

Achievement

Kingsley Park Primary School's Annual Implementation Plan (AIP) goals were to improve Literacy and Numeracy achievement and to establish KPPS as a national model of a professional learning community at work. These goals were partially achieved. In 2017, we continued to develop the programs to support literacy and numeracy outcomes whilst fully implementing the Victorian Curriculum. Collaboration between teachers improved with combined Professional Learning Team (PLTs) time with a focus on student data and planning to meet needs. PLTs provided a vehicle to collect and analyse student data for future instructional needs and assisted the school to begin to raise expectations of staff and students

All teachers continued to develop their knowledge and understanding of both reading and mathematics assessment and analysing data for explicit teaching foci. The implementation of VCOP within the writing program became more consistent across the school and regular reading assessments became consistent with a School wide assessment schedule for Literacy and Numeracy formalised and put in place. Teachers began to explore the high impact teaching strategies and how these can be best utilised for improving practice.

Whilst the target to have The National Assessment Program – Literacy and Numeracy (NAPLAN) means to be 10% above like schools in Years 3 and 5 was not met in any year of the School Strategic Plan (SSP), scores in all domains in 2017 increased to be similar or just below state scores. The corresponding target to improve school trend data in Years 3 and 5 by 10% in Literacy and Numeracy against the state means was also not met with NAPLAN trends showing a continued decline in growth from Year 3 to 5 over the SSP.

Results from the 2017 NAPLAN indicated that 93% or higher of Year 3 students, and 89.5% or higher of Year 5 students (with the exception of those students exempt), achieved at or above the expected standards in all NAPLAN domains. In addition, 40.3% or more of Year 3 students, and 12-26% or more of Year 5 students were in the highest two NAPLAN bands for Reading, Grammar and Punctuation and Numeracy (with the exception of Year 5 Writing and Spelling), partially meeting some of the targets in the AIP. The school percentage scores for Year 3 students in the top 2 NAPLAN bands fluctuated across the strategic period but reflected an upward trend in 2017. Similarly, the school percentage scores for Year 3 students in the lower 2 NAPLAN bands (with the exception of Grammar and Punctuation), reflected a downward trend in 2017, and indicated a greater percentage of students achieved the National Minimum Standard (NMS). Year 5 school percentage scores for students in the top and lower 2 NAPLAN bands were generally lower than for Year 3, and results fluctuated over the SSP, indicating students performing at a lower level by Year 5.

The combined AusVELS (Victorian Curriculum) teacher judgement data (TJ) from Years F-6 showed 87% or more students achieved at or above the expected level for English, and 91% or more for Mathematics, with a number of students achieving above the state level and above results for similar schools. The introduction in 2017 of a synthetic phonics approach in Foundation had a positive impact on teacher assessments

The school achieved learning outcomes that were consistently at or just above expected levels in schools with similar characteristics.

Engagement

Student attendance was monitored at the classroom level in accordance with the school Attendance Policy guidelines developed in 2015. At the end of 2016, student absences were included more purposefully into student reports and from 2017, attendance was addressed regularly between the Principal and Wellbeing Coordinator to ensure patterns of absence were addressed in a timely manner and support was provided to families where needed. Absence data marginally increased in 2015 and 2016, this however was attributed to 9 students. Extensive work with these families in 2017 saw increased engagement with these families and improved attendance data. In particular, the number of explained absences improved greatly with increased accountability and follow up with our 2017 data now better than state and similar schools.

During 2017 Kingsley Park participated in the DET Attitude to School Survey for Year 4, 5 and 6 children for the first time. Results showed that 68% of students felt connected to the school. In the area of 'Effective Teaching practice for cognitive engagement' our strongest are according to student perception is differentiated learning challenge (76%) closely followed by effective teaching time (74%). Stimulating learning was at 69%. Overall, our highest success area was 'High Expectations for Success' at 88% and our lowest was 'Student Voice and Agency' at 56%. Student Voice and Agency was the lowest factor across the state with an average of 71%. As such, our FISO focus of Building Practice Excellence stems down to the students and includes increased student voice and agency in strengthening student knowledge and understanding of their role in their learning and accountability for academic success. Our key improvement strategies in 2018 include engaging students in their progression through the curriculum and completing student led conferences with parents. Comparative cohort scores in 2018 will be interesting.

Communication with parents was strengthened through the opening of the Sentral Parent Portal and regular use of TiqBiz and the launch of our newly revised school Website. We planned and supported community events in 2017 that aimed to bring the wider community into our school including: Parent Information Afternoons, Mother's Day and Father's Day activity mornings, Breakfast Club, Literacy & Numeracy Week open morning and information evening, Productions, our Christmas carols and music gala night, ANZAC Day and Remembrance Day Celebrations and the annual RACV Pushcarts and HPV event. The achievements of students through the diversity of programs offered is celebrated at whole school and module assemblies held fortnightly and an increasing number of student performances have been included which has seen an increase in the number of parents attending these. Our events are well supported by our parent community. Kingsley Park has continued community partnerships in 2017 with Mt Erin Secondary College and Erinwood pre-school. The Parent Opinion Survey results demonstrated 86% of parents were satisfied with the school overall, which was slightly higher than 2016 and in line with similar schools.

Wellbeing

We continued to work on all Components of Kids Matter during 2017, enhancing programs that were already in place and focussing on Component 4 (Student Mental Health) through becoming a Respectful Relationships partner school. Two staff were nominated to complete the Respectful Relationship training and return to school to devise and implement a social and emotional wellbeing program working alongside our lead school. We also had one staff member complete the Breaking the Silence program to train for us to become a White Ribbon accredited school.

Our Quiet Achievers Raffle prize was awarded at each whole school assembly to promote getting along and positive behaviour in the yard. The You Can Do It Program continued in 2017 and became a shared success at assemblies with captains discussing the values behind the keys and nominated students achieving awards for promoting the key values.

To offer a variety of opportunities for students during lunchtimes, lunchtime activities were implemented by staff ranging from sports, arts, singing, dancing, chess, computers, indoor games and sewing. Some SRC students organised and ran some of the activities and staff rotated activities each term. The breakfast club continued to run each Thursday morning with all food donated by a local Indian Community and Food Bank, which was a state government initiative. The Breakfast morning was supported by members of the school community and continued to grow in 2017 with us opening it up to all students each week. This was further supplemented by toast mornings with students able to get toast every morning before school, this is hosted by a variety of staff and parents..

The Program for Students with Disabilities and the school referral process were supported by the school psychologist, who is employed by the school 2 days each week. We also had a leading teacher appointed to the role of Student Wellbeing to work with the many students requiring additional support due to anxiety and school refusal concerns whilst also meeting with and supporting parents and to deal with the many student wellbeing incidents arising. Through our work on student wellbeing we established strong relationships with outside agencies including implementation of the BOLT program (Bikes over lunch time) in which students with limited socialising skills were brought together and taught how to repair and complete maintenance on bikes whilst sharing lunch. In 2018 this will be extended to include a COLT program (Cooking over lunchtime)..

Children's Week was a community event with the school holding its annual 'Community Walk for Daniel Morcombe.' As part of the week long focus on children's safety local police ran sessions for students as well as a parent information night. A major focus was on bullying, particularly cyber and empowering children to protect themselves against dangerous situations or behaviours.

The Student Attitudes to School Survey showed that 78% of students felt a sense of inclusion and 68% a sense of connectedness to school.

This year saw the implementation of 'buddy grades' across the school so that each child has a buddy for social and learning engagement. Fortnightly learning activities were held with buddy grades to encourage greater engagement and connectedness across the school. Student voice has strengthened through our student leadership program with School Captains attending statewide Leadership Training and fulfilling roles around the school promoting leadership. The SRC (Student Representative Council) meet regularly and presented reports at school council meetings about their fundraising activities and lunchtime programs that they coordinate across the school. The SRC held a number of events throughout the year to support fundraising initiatives for various services raising a total of \$\$\$ for the year.




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: 

School Profile

Enrolment Profile

A total of 409 students were enrolled at this school in 2017, 192 female and 217 male.

3 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:




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>NAPLAN Year 5</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>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <table> <tr> <td>29 %</td> <td>38 %</td> <td>33 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Numeracy</p> <table> <tr> <td>40 %</td> <td>49 %</td> <td>11 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Writing</p> <table> <tr> <td>48 %</td> <td>40 %</td> <td>12 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Spelling</p> <table> <tr> <td>29 %</td> <td>47 %</td> <td>24 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table> <p>Grammar and Punctuation</p> <table> <tr> <td>35 %</td> <td>45 %</td> <td>20 %</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table>	29 %	38 %	33 %	Low	Medium	High	40 %	49 %	11 %	Low	Medium	High	48 %	40 %	12 %	Low	Medium	High	29 %	47 %	24 %	Low	Medium	High	35 %	45 %	20 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
29 %	38 %	33 %																														
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Performance Summary

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Results for this school:  Median of all Victorian Government Primary Schools: 

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p>	<p>Results: 2017</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>91 %</td><td>92 %</td><td>94 %</td><td>94 %</td><td>93 %</td><td>90 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	94 %	94 %	93 %	90 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	94 %	94 %	93 %	90 %	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>Students Attitudes to School - Sense of Connectedness</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> 	 Lower
<p>Students Attitudes to School - Management of Bullying</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> 	 Lower

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)

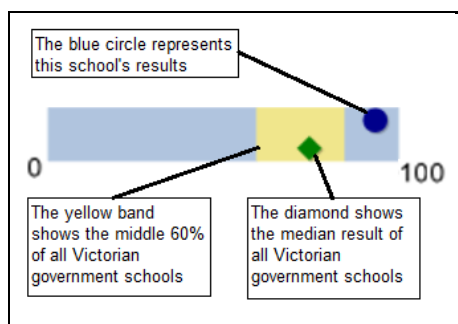
Engagement

- 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).

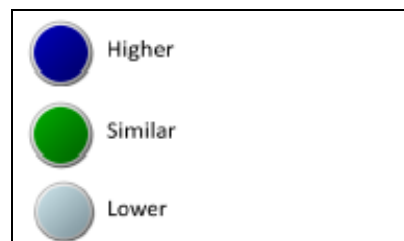


What does *School Comparison* refer to?

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

In meeting the Department of Education and Training's (DET) requirements we present a summary of the School Council's financial performance for the 2017 school year and a summary of our financial position for the 2018 school year. Included in our financial performance is the revenue we receive consisting of grants to pay for items such as cleaning, maintenance and minor works, grounds allowances and utilities. Locally raised funds consists of all monies collected for camps, excursions, school based activities, special events, subject contributions and fundraising collections.

The Finance committee believes it has successfully managed school funds to meet the learning needs of students, whilst providing a range of learning and wellbeing programs.

The Financial Position for 2017 shows the funds available as well as the financial commitments for the same period. Each year the budget is presented and ratified by School Council. Once approved the budget is then enacted. Accounts are ratified at each School Council meeting throughout the year.

The financial position as at 31st December 2017, as indicated by all reconciled bank accounts for Kingsley Park Primary School was \$29,842.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,147,963	High Yield Investment Account	\$16,140
Government Provided DET Grants	\$406,375	Official Account	\$13,702
Government Grants Commonwealth	\$6,176	Total Funds Available	\$29,842
Government Grants State	\$7,619		
Revenue Other	\$16,638		
Locally Raised Funds	\$250,134		
Total Operating Revenue	\$3,834,904		
Equity ¹			
Equity (Social Disadvantage)	\$185,680		
Equity Total	\$185,680		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,095,637	Operating Reserve	\$29,842
Books & Publications	\$4,004	Total Financial Commitments	\$29,842
Communication Costs	\$7,341		
Consumables	\$56,887		
Miscellaneous Expense ³	\$242,469		
Professional Development	\$12,914		
Property and Equipment Services	\$231,219		
Salaries & Allowances ⁴	\$143,416		
Trading & Fundraising	\$68,789		
Utilities	\$29,361		
Total Operating Expenditure	\$3,892,035		
Net Operating Surplus/-Deficit	(\$57,132)		
Asset Acquisitions	\$14,091		

- (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.