

2018 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 27th March 2019 at 08:12 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 27th March 2019 at 08:12 PM by Karen Russell (School Council President) and School Council Members present



About Our School

School Context

At Kingsley Park Primary School students are proud of their learning and aim to achieve their best. Teachers personalise learning to maximise student growth in all areas. We highly value community relationships and working with families to make a difference in the lives of our students. Our core values are Respect, Excellence, Resilience, Cooperation and Community and our school motto is 'Together We Make a Difference'.

Kingsley Park Primary School is located in the Lakewood Estate of Frankston, approximately 42 kilometres from the centre of Melbourne in the Bayside Peninsula Area. Situated in a semi-bush setting, Kingsley Park has a rural feel to the tree lined grounds close to Robinson Reserve. For just over 30 years, the school has served its local community in the long established suburb of Frankston that over the years continues to be a community undergoing demographic change.

Enrolments at the school have had a slight decline down to 401 with the number of year 6 students leaving slightly larger than the number of Prep students entering. A small percentage of language groups other than English (EAL) account for 2% (9 students) of the school population, 4% (15 students) of students identify as Aboriginal or Torres Strait Islander (ATSI) and 29% (124 students) are identified as disadvantaged or in out of home care. The current Student Family Occupation (SFO) index is .5409 and a Student Family Occupation and Education (SFOE) Index of .4655.

The leadership team is structured to align with the identified school priority areas and includes the school Principal, assistant Principal, three Leading teachers who oversee Literacy, Numeracy and Student Wellbeing/ICT-eLearning and 4 Module Leaders. Each module of the school is represented by a School Improvement Team (SIT) leader who leads improvements of student achievement data across the whole cohort as well as improve teacher capacity in best teaching practices across the whole school. The school has continued to operate as a Professional Learning Community (PLC), with teachers working in collaborative Professional Learning Teams (PLTs), and has continued links with six neighbouring schools as part of the PLC network. The school employs a team of staff that includes 26.4 full-time equivalent (FTE) teachers and 13 Education Support Staff (ES). The school has a well-established Student Wellbeing Team consisting of our Wellbeing leader, a school employed Speech pathologist and Department of Education (DET) School Support Staff (SSS) including child Psychologist, Speech Pathologist and a Social Worker. The team work together to assess the needs of students with additional learning or mental health needs and oversee 18 funded PSD (Program for Students with Disabilities) students. Links are made with other external agencies to further assist student and family needs including domestic violence.

The school is organised into single classes for Foundation (Prep) and multi-age classrooms in Years 1-6. Our Year 1/2 students are known as the Junior school, our Years 3/4 are the Middle School and Years 5/6 the Senior School. We have a range of specialist areas including; Physical Education (PE), Visual and Performing Arts, Science and Languages other than English (LOTE - AUSLAN). The school also provides opportunities for students to participate in extensive sporting activities, school productions, lunchtime clubs and an instrumental music program. A 'bring your own iPad' digital device program operates through Years 3-6, with the school providing additional digital devices for use across the school.

Kingsley Park Primary School has good facilities including a main building with 10 classrooms, art room, administration and a resource centre. Planning is underway to facilitate modernisation of this building using State Government funds starting towards the end of the 2019 year. We also have a multipurpose hall with adjoining science room, music room with additional instrumental teaching spaces and our canteen. The BER building is 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. 2018 saw a major upgrade to the play areas to include more artificial turf areas and refurbishment to the asphalt areas. State government funding of \$780 000 has been directed to the school which will see a new purpose built prep learning area ready for 2019 and refurbishment of other classrooms in the main building spaces. The KPG have been actively raising funds to see upgrades to all play equipment areas ready to begin in 2019.

Kingsley Park community 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. We place a heavy emphasis on the emotional and mental health and wellbeing of all students. We are a Respectful Relationships school with restorative classrooms and approaches and are proactive in our approach to stamping out bullying with annual participation in the National Day of Action against Bullying and Violence. We have worked hard on our strategic goal of increasing Student Voice and Agency with further work continuing this year. We follow the Restorative approach and maintain respectful relationships with our students at all times and expect this from all community members.



Teachers have high expectations of students with increasing academic achievements. This is formalised with the use of researched pedagogy and practice elements that make the most difference to student 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 as an unknown problem is an unsolved problem. We encourage feedback to ensure the best possible community for all. To support and enhance communication, classroom doors are open from 8.30am, 15 minutes prior to learning time for informal chats with parents and for students to be organised and prepared for learning time to begin on time. We utilise school produced newsletters, Sentral and our website for formalised communication, reporting and updates. Our website and Facebook page are regularly updated and KPTV (Kingsley Park TV show) is also utilised to engage students and their families with important messages and information. Parent involvement in the school is welcomed and encouraged. We have an active School Council and Kingsley Park Parent Group (KPG) and parent involvement at classroom level.

Framework for Improving Student Outcomes (FISO)

In 2018 the following FISO (Framework for Improving Student Outcomes) priorities were identified.

Excellence in Teaching and Learning: Our focus was on Curriculum Planning and Assessment and implementing the High Impact Teaching Strategies. A whole school focus was placed on effective implementation of an Instructional Model across the school with consistent practice and collaborative planning within teams. This included use of the High Impact Teaching Strategies with particular focus on Feedback and Differentiation. We worked in a highly successful School Improvement Partnership with Kingswood PS to narrow our Inquiry Change Challenges with a strong evaluation of our Writing assessment, utilisation of student informed rubrics and teaching practices inclusive of students improved understanding of their learning progress with targeted conversations using effective feedback.

Positive Climate for Learning: Our focus was on Empowering Students and Building School Pride through a review of active Student Voice and Agency across the school and inclusion of student input into decision making within the school and sustainability across the school. Student leaders were engaged across all year levels (previously they were only from Year 3 and above) with student responsibility for pride and care of the school developed through our Student representative Council. Student Leaders presented to their peers more frequently and assisted with overseeing lunchtime clubs for increased student engagement and wellbeing. Respectful Relationships was implemented across the school and our Child Safe Standards reviewed with increased surveys to students on areas of need and ideas for improvement.

Achievement

During 2018, Kingsley Park Primary School continued its commitment to improving student learning outcomes across the areas of English and Mathematics. The initiatives and curriculum approaches at Kingsley park align with the DET school improvement model of the Framework for Improving Student Outcomes. From this framework, we chose two priority areas which were Excellence in Teaching and Learning: Curriculum Planning and Assessment and High Impact Teaching Strategies; and Positive Climate for Learning: Empowering Students and Building School Pride.

Kingsley Park Primary School's Annual Implementation Plan (AIP) goals were to maximise the learning growth of every student by 12 months or more in Literacy, in particular writing. The school also focused on ensuring a productive, respectful and vibrant learning community in which all students are empowered to learn and achieve through increased student voice. These goals were partially achieved with success in maximising student learning growth. In 2018 our agreed curriculum approaches evolved further through a whole school Instructional Model. All teachers followed this structured approach within their lesson planning: beginning of the lesson, explicit teaching, followed by guided & independent practice and then a review of the lesson. A whole school approach to the teaching of Reading and Writing is based on the BASTOW leading Literacy course. Students participate in a daily Readers and Writers workshop. The strategies fundamental to these approaches have assisted teachers in the implementation of high impact teaching strategies and personalised learning through differentiation.

The School Improvement Partnership funding that the school received was instrumental in providing the resource time necessary to effectively address the staff learning opportunities for consistency of practice across the school. In 2018 the school began the Schools in Partnership (SIP) initiative with Kingswood Primary School, focusing on building teacher capacity in the PLC process through the implementation of the Inquiry Change Challenge (ICC) to improve student learning outcomes. All classroom staff had the opportunity to visit Kingswood and observe their meeting practices, in particular the ICC and the impact on student learning. As writing was the AIP focus of the school, teams focused how changes to conferring with students and using personalised feedback could improve these results. Individual goals were personalised at the point of cognitive challenge for students through conferencing. Classroom application of these approaches met the individual needs of students and promoted increased student engagement, writing independence and improved student understanding of their own learning. There was a heavy focus on trialing evidence-based approaches as well as utilising the learning gained by a small group of staff who completed the Leading Literacy course offered by



Bastow. A portion of funding received by the SIP initiative allowed for increased Instructional Coaching time utilised through classroom observation, modelling lessons and supporting small groups of students. The feedback given and classroom observations were used to generate discussions regarding teaching practice and reflecting on changes made in classrooms. This was seen as a very positive experience for most staff.

Staff at Kingsley Park spent time deepening their knowledge of the English and Mathematics curriculum and revising the Continuum Tracker on Sentral in parent and student-friendly language. This significantly improved the moderating of assessment pieces for their teacher judgement on end of year reports. Collaboration between teachers improved with combined Professional Learning Team (PLT) 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.

Kingsley Park Primary School's teacher judgements against Victorian Curriculum continues to be 'similar' in comparison to like schools in English and Mathematics. Year 3 NAPLAN results were 'similar' in Reading however 'higher' in Mathematics compared to like schools for the 2018 school year. Year 5 NAPLAN results were 'similar' in both Reading and Mathematics in comparison to like schools.

The Supplementary School Level Report acknowledges the learning gain made by Kingsley Park Primary School students in Reading, Writing and Mathematics according to NAPLAN data. During 2018, the learning gains from students in Years 3 to 5 indicate that we had a higher relative gain than similar schools in each area. Numeracy showed a 34% gain (Similar schools had 19%), Reading a 24% gain (Similar schools had 21%) and Writing saw a 26% gain (Similar schools had 21%). There was a shift in the percentage of students moving from the 'Low' band (25%) to the 'Medium' band (51%) in Reading. There was a significant shift in the percentage of students moving from the 'Medium' band (43%) to the 'High' band (34%) in Numeracy. In Writing, there was a significant shift from the 'Low' band into both the medium (59%) and 'High' (26%) bands. Results indicate that work must continue on moving the percentage of students in the 'Low' band to the 'Medium' and 'High' bands in Numeracy. In Reading, our performance results show that we are at transform

In Numeracy, we achieved many of our goals based on NAPLAN data including increasing the number of students working in the top 2 NAPLAN bands in Year 3 (62%) and Year 5 (30%), as well as decreasing the number of Year 3 students in the bottom 2 NAPLAN bands down from to 4%. Through targeted interventions we also reduced the number of students in Year 5 making low relative growth from Year 3-5 down from 40% to 23%. The Maths priority team has worked on establishing a consistent instructional model in mathematics incorporating number fluency activities at the beginning of each lesson to strengthen knowledge of number facts and regularly review previously taught concepts. The team in 2019 will continue to explore the instructional model, focusing on the explicit teaching of mathematical concepts as well as engaging students in more hands-on problem solving activities.

In Literacy: In Reading we maintained the number of students working in the top 2 NAPLAN bands in Year 3 Reading (56%) and Year 5 an increase to 34%, as well as decreasing the number of Year 3 students in the bottom 2 NAPLAN bands down to 4% and year 5 down to 17% (from 24%). In Writing, results were similar maintaining the top Two bands in Year 3 at 53% with similar results in the bottom two bands down by 2% and in Year 5 a slight increase by 2% in the top two bands whilst reducing the bottom 2 bands from 28% to 17%. All teams worked hard on implementing the changes through the Instructional Change Challenge in writing and regular assessment and analysis using Fountas and Pinnell in Reading whilst also implementing a consistent Instructional Model in English with readers and Writers workshops. In 2019 we will continue to explore the instructional model, focusing on differentiation in classrooms targeting students at their cognitive challenge level.

Engagement

In 2018 school Engagement focussed on promoting a respectful, productive and vibrant learning community in which all students are empowered to learn and achieve through increased student voice. Each of these areas links to the FISO (Framework for Improving Student Outcomes). Engagement is focused on the priority initiative within FISO of 'Positive Climate for learning: empowering students and building school pride'.

In the area of student led learning, through our SIP (School Improvement Partnership) work, staff focussed on conferring with students on their writing more frequently and providing depth in the feedback discussed with students. Writing rubrics were created with students to ensure student friendly language and the ability to articulate their learning. This gave students far greater understanding of the writing process, their learning goals in writing and a continuum of learning to know the next steps for higher academic achievement. This built student understanding of their learning progress making them more accountable for their learning advancement.



Receiving funding to be a Respectful Relationship (RR) partner school ensured staff members were trained in the values of Respectful Relationships and the RR curriculum defined and implemented across the school. The Bike Ed program was implemented in the senior school and a class set of bikes purchased to maintain this program across the Middle and Senior school in future years with a staff member trained. This promotes our Ride-2-School participation with students enjoying regular analysis of data about travel to school and hopefully building us to receive further funding for safe travel to school paths.

Community events were planned and widely supported including our first ever Colour Fun Run organised by our Kingsley Parent Group (KPG) raising a wonderful \$8000 for improving school grounds. Mother's Day and Father's Day activity mornings were held, Literacy & Numeracy Week, Science Week open night with a family treasure hunt around the school, Book Fair, Book week, Disco's, Year 6 Graduation, our first Whole School Production, 'It's About Time' was very well received and all events were captured and promoted through video display to our community which has been truly appreciated. Our annual ANZAC and Remembrance Day Services continued to build and were widely celebrated with our community. Our events are well supported by our parent community, with great attendance. Community relationships were further built with our inaugural White Ribbon Staff-Parent netball night tournament and BBQ fundraiser night.

The school takes great pride in the large array of specialist programs offered to our students from Foundation to Year 6. In 2018 students participated in Sport, Music, Performing Arts, Digi-Tech, Visual Art, and a variety of lunchtime clubs. Whole School assemblies and Module assemblies are held fortnightly with celebrations of our You Can Do It keys and student achievement awards.

Students continue to work in 'buddy grades' across the school. Each child has a buddy for social and emotional 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.

In 2018 we celebrated success in school attendance with an average of 92% attendance at school across all year levels. In general, the attendance of many students is outstanding, the higher rates of absence can be attributed to a few families whom the school works closely with to improve on. An attendance protocol was developed in 2017 and has been further enhanced throughout 2018 to make sure we are not just looking at which students are absent but how we can engage them to ensure they always want to come to school. This has resulted in further clarity and clear guidelines and expectations around school attendance, and regular meetings with some families and external services.

Wellbeing

In 2018, a key focus for Wellbeing was the continuation of our Social and Emotional Learning (SEL) Framework building with the inclusion of our Respectful relationships curriculum and Family Planning Victoria's delivering of the sexual health and relationships program with our year 5 and 6 students. Restorative Time has become more specific with daily follow up of student issues, concerns and behaviours through restorative discussions leading to resolution of issues in a given space and time.

Another key focus for Wellbeing was the continuation of our weekly Breakfast Club, supported by Foodbank Victoria. Breakfast Club is a well attended program. Student participation is high, with up to forty students attending each morning. Our offering of toast every morning is widely received by at least 30 students each day. Daily lunchtime clubs are offered for students to increase social opportunities aside from regular playground fun, the biggest difference has been made by having the 'Clubroom' open for students during lunchtime who may need a chat, some quieter time drawing or some social inclusion in an indoor game. This is run by our Education Support staff who assist students with socialising skills. 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.

Transition into our school is offered all year round, catering to our families transitioning in from various areas. School tours are held almost weekly to promote early enrolment to allow for greater transition time for entry to school. Our Step Into prep sessions run for most of term 4 giving our following year Foundation students lots of time to become familiar with the school and routines, promoting early connections and relationships between community and school. Our whole school Transition program in Term 4 allowed teachers to observe student groups, gather assessment data and information ready for the 2019 school year. This also allows teachers and students to begin building relationships with each other.



The 2018 Attitudes to School data indicates that our school is similar to like school comparison. We have 76.5% positive response to a sense of connectedness which is slightly lower than the state median of 81%. The Management of Bullying is similar to like schools. We have 75.8% positive responses to the Management of Bullying which is slightly below the State median of 81.2%. Student Attitudes to School Surveys were completed in each year level, alongside the Department of Education (DET) survey to gain greater insight into student engagement in school and connectedness to school. This is a focus for 2019 with our PLC network of schools.

For more detailed information regarding our school please visit our website at www.kingsleypark.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 398 students were enrolled at this school in 2018, 188 female and 210 male.

2 percent of students had English as an additional language and 4 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.3	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	53.9	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	88.8	90.1	82.6	95.3	Similar
Mathematics	90.1	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	84.2	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	84.9	72.5	53.6	87.5	Higher
Year 5	Reading (latest year)	64.1	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	58.7	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	74.1	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	60.6	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	57.4	61.2	47.0	75.5	Similar



Year 5	Numeracy (4 year average)	46.3	54.8	39.2	71.4	Similar
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NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	25.5	50.9	23.6
Numeracy	23.2	42.9	33.9
Writing	15.5	58.6	25.9
Spelling	23.7	42.4	33.9
Grammar and Punctuation	32.2	54.2	13.6

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.2	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.6	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	92	92	94	93	92	91

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).



Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.5	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	72.3	81.7	73.8	88.7	Lower

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	75.8	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	69.3	81.8	73.7	89.7	Lower

Financial Performance and Position

In meeting the Department of Education and Training's (DET) requirements we present a summary of the School Council's financial performance for the 2018 school year and a summary of our financial position for the 2019 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 and maintenance of the school.

The Financial Position for 2018 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. Finance reports are discussed and ratified at each School Council meeting throughout the year.

The financial position as at 31st December 2018, as indicated by all reconciled bank accounts for Kingsley Park Primary School was \$63 700.

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,192,967
Government Provided DET Grants	\$472,187
Government Grants Commonwealth	\$1,890
Government Grants State	\$0
Revenue Other	\$16,511
Locally Raised Funds	\$227,013
Total Operating Revenue	\$3,910,568



Equity ¹	Actual
Equity (Social Disadvantage)	\$190,748
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$190,748

Expenditure	Actual
Student Resource Package ²	\$3,232,477
Adjustments	\$0
Books & Publications	\$1,784
Communication Costs	\$4,110
Consumables	\$74,302
Miscellaneous Expense ³	\$214,152
Professional Development	\$33,935
Property and Equipment Services	\$149,672
Salaries & Allowances ⁴	\$140,841
Trading & Fundraising	\$53,681
Travel & Subsistence	\$0
Utilities	\$35,995
Total Operating Expenditure	\$3,940,948
Net Operating Surplus/-Deficit	(\$30,380)
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$47,860
Official Account	\$15,840
Other Accounts	\$0
Total Funds Available	\$63,700

Financial Commitments	Actual
Operating Reserve	\$63,700
Other Recurrent Expenditure	\$1,375
Provision Accounts	\$0
Funds Received in Advance	\$32,195
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,151
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$7,979
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$127,400



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 04 Mar 2019 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.

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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').

