

2016 Annual Report to the School Community



School Name: Kialla Central Primary School

School Number: 1366



Name of School Principal:

Debbi Humphries

Name of School Council President:

Robert (Bob) Scott

Date of Endorsement:

20th March 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

School Context

Kialla Central Primary School is a small rural school 10km south of Shepparton and was opened in 1874. The 2016 enrolment was 68 and our Student Family Occupation was 0.348. Our school has a very strong sense of pride, ownership and community.

Students are drawn from Kindergartens across Shepparton as well as the immediate area, reflecting parent choice. Our school values are: *Respect, Trust, Learning, Teamwork, Excellence and a Sense of Community*.

Kialla Central Primary School offers a friendly, safe environment where parents/guardians are made to feel welcome and the students are treated as important individuals. The school believes the family atmosphere developed within the classrooms and in the playground, contributes to each student's academic and social development. Our school, in partnership with our community, is committed to educating all students, encouraging them to be lifelong learners and responsible citizens within our rapidly changing society.

In 2016 year structures and staffing were: F/1 (21 students) Classroom Teacher Level 2, 2/3/4 (25 students) 3rd Year Graduate Teacher and 5/6 (22 students) Classroom Teacher Level 2, the Principal teaches 6 hours a week, Education Support Staff 0.96 and a Business Manager 0.4. In addition, our school has visiting specialists including Mobile Area Resource Centre (Library), Mobile Art and Craft Centre, Music and private tuition for keyboard and guitar. We also have our Outside School Hours Care Program and School Bus only for Kialla Central P.S. We combine with Kialla West Primary School for camps, sporting activities and weekend sporting teams that are part of local competitions.

For more information regarding our school please visit our website: www.kiallacentral.ps.vic.edu.au

Framework for Improving Student Outcomes (FISO)

In 2016, Principals were allocated to a FISO group based on our Annual Implementation Plan priorities. It was an opportunity for Principals to share professional knowledge and practice based on this framework. Our improvement initiative was Building Practice Excellence with a focus on Grade 2 Reading Stamina. Our goal was: *By the end of 2016, students in Grade 2 will demonstrate greater reading stamina*. The purpose of this goal was to help our Grade 2 students prepare for NAPLAN by having the capacity to read for the required length of time. At this stage, it is an ongoing piece of work to continue to build these students capacity and reading stamina.

The schools in our FISO group were: Gowrie St P.S., Kialla West P.S., Beveridge P.S. and Yea P.S. It was difficult to meet as a group of Principals due to busy schedules and the distance between the Shepparton based and Seymour based schools.

FISO groups are going to be reviewed in 2017 to address the issues distance and practicality.

Achievement

In 2016, Kialla Central Primary School continued to refine its differentiated curriculum by using AusVELS To Go documents, developed by Bellbridge Primary School, as an extension on the professional learning we had undertaken with this school previously. These documents were also complemented by updates from the Victorian Curriculum and Assessment Authority as well as in-house materials.

Our enrolment profile was 6% of English as an Additional Language students and 6% of Aboriginal and Torres Strait Islander students. The teacher assessed student learning at Kialla Central Primary School for 2016 is similar to those Victorian Government Schools with a high socio-economic profile for all year levels.

As we expected, our **2016 NAPLAN** results for **Year 3** were slightly lower than those schools with similar characteristics in Numeracy & Reading, however, we were similar in Writing. Results are as follows:

Writing ~ 57% of our students were in the top 2 bands and 43% in the middle 2 bands. There were no students in the bottom bands.

Numeracy ~ 29% of our students were in the top 2 bands and the remaining 71% in the middle 2 bands. There were no students in the bottom bands.

Reading ~ 29% of our students were in the top 2 bands, 57% were in the middle bands and 14% (1 student) achieved a Band 2 result.



Our **2016 NAPLAN Year 5** results were similar to those schools with similar characteristics in Writing & Reading, however, we were slightly below in Numeracy. Results are as follows:

Writing ~ 13% of our students were in the top 2 bands, 75% in the middle 2 bands and 13% (1 student) achieved a Band 4 result.

Numeracy ~ 38% of our students were in the top 2 bands, 50% in the middle 2 bands and 13% (1 student) achieved a Band 4 result.

Reading ~ 29% of our students were in the top 2 bands, 57% were in the middle bands and 14% (1 student) achieved a Band 2 result.

2016 NAPLAN Relative Learning Growth from Year 3 to Year 5 indicate a consistent medium growth of students in the areas of Reading, Numeracy, Writing as well as Grammar & Punctuation. It is worth noting high growth of 29% and 0% of low growth in Reading. There is also a 50% high growth in Spelling. We acknowledge Relative low Learning Growth in the areas of Writing as well as Grammar and Punctuation. We have developed our **K.C.P.S. Agreed Teaching Practices** as a consistent whole school approach to teaching Literacy & Numeracy from Foundation to Year 6.

We analyze and use data to inform teaching practice to improve individual student learning outcomes. Students have an active role in their learning and share some of the responsibility by setting their student learning goals. These learning goals are evidence based through the use of data and are developed to help individual students achieve success. K.C.P.S. continually strives to improve teaching, sharing skills and knowledge with a focus on Literacy, Numeracy and ICT. Staff participate in a wide variety of professional learning opportunities involving staff from other local schools.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Our attendance data across all Year levels is well above similar schools and the State. From 2013 to 2016 our 4-year average attendance is at 94% which is exceptional. We are continuing to promote the importance of regular attendance to our school community and we are trialing new strategies for 2017.

Kialla Central has a central focus on high levels of student involvement in the school. This is further enhanced with our differentiated curriculum that caters for student's individual abilities and learning styles. Students are always encouraged to do their best, be responsible and take ownership in their learning.

We have continued to refine our successful engagement strategies to provide a stimulating and safe learning environment. These include: student leadership opportunities, specialist areas, whole school activities, special events, students' setting goals, Individual Learning Plans (as required) as well as participating in activities with other local schools such as: camps, excursions and sporting events.

All of our classrooms are equipped with interactive whiteboards, the 5/6 classroom has Apple TV, we have a mobile interactive whiteboard, Polycom device, our students have access to a bank of laptops (1 laptop to 2 students), 22 iPads, digital cameras and iPods. This provides a technology rich environment for our students to further enhance their learning. Information and Communication Technology is integrated throughout our curriculum

Our school has targeted highly regarded educational consultants who have provided professional learning to develop engaging Literacy, Numeracy and ICT teaching strategies with our neighbouring school Kialla West P.S..

Communication to our parents, families, school and broader local communities is vital. We communicate via our weekly newsletter, our website, a phone app (Updat-ed), phone calls and face to face discussions.



Wellbeing

There is a strong positive culture at our school which we are very proud of. There is an expectation that: all students are responsible for their learning, there are positive links between home / school and school / home that every student can achieve success. There are high expectations of all students' behaviour by all staff as well as the students themselves.

There are leadership opportunities for our senior students including: School Captains, House Captains, Junior School Council (J.S.C.), leadership programs as well as our Foundation and new students buddy programs. Students in Years 1 to 4 also have leadership roles such as J.S.C. and covering the responsibilities of the Year 5 and 6 students when they are out of the school.

Our parents and wider community also have an active role in our school. School Council, Parents' Club, working bees, sporting teams, fundraising events as well as community meetings with the Kialla District Hall, Kialla CFA and the Kialla Golf Club.

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences. Our Student Attitudes to School, *Connectedness to School* data, is extremely consistent scoring **4.58** out of a possible **5.00** in 2016 and **4.61** out of **5.00** as a 4-year mean. Our *Student Perceptions of Safety* data, shows similar results with a **4.46** out of **5.00** in 2016 and a 4 year mean of **4.56** out of **5.00**. The remaining data from this survey, shows that we are above the State mean. We are proud of these results, as it reflective of the "whole student" approach that we implement as part of our educational program.

Our *Parent Opinion Survey* data indicates that **92%** of our parents are satisfied with the school overall. We scored above the State in all areas and above the **90th percentile** in *Teacher Morale, Student Safety and Connectedness to Peers* which is an outstanding achievement.

Our *Staff Opinion Survey* data indicates that **98%** of staff are positive about the school climate. All components surveyed scored well above all primary schools with them all scoring above the **90th percentile**. This reflects the strong positive culture we have at our school.

For more detailed information regarding our school please visit our website at www.kiallacentral.ps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 68 students were enrolled at this school in 2016, 35 female and 33 male. There were 6% of EAL (English as an Additional Language) students and 6% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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> Lower</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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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>71%</td> <td>29%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>67%</td> <td>-</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>50%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>17%</td> <td>50%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>50%</td> <td>50%</td> <td>-</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	71%	29%	-	Numeracy	33%	67%	-	Writing	50%	50%	-	Spelling	33%	17%	50%	Grammar and Punctuation	50%	50%	-	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Grammar and Punctuation	50%	50%	-																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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. 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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>96 %</td> <td>95 %</td> <td>96 %</td> <td>92 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	96 %	95 %	96 %	92 %	94 %	95 %	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	96 %	95 %	96 %	92 %	94 %	95 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

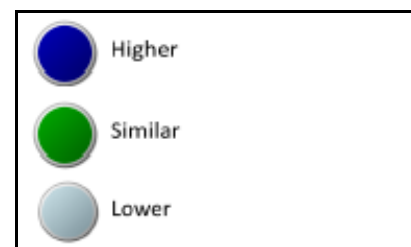
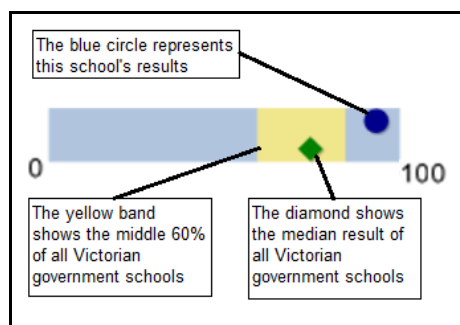
What are student outcomes?

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, P-12 and specialist schools, 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.

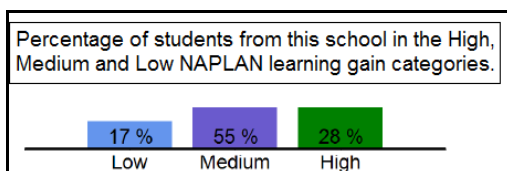
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 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* 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.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$530,155
Government Provided DET Grants	\$109,699
Government Grants Commonwealth	\$20,230
Revenue Other	\$27,477
Locally Raised Funds	\$59,919
Total Operating Revenue	\$747,479

Expenditure	
Student Resource Package	\$512,917
Communication Costs	\$2,594
Consumables	\$12,412
Miscellaneous Expense	\$42,594
Professional Development	\$6,492
Property and Equipment Services	\$41,401
Salaries & Allowances	\$26,151
Trading & Fundraising	\$18,807
Travel & Subsistence	\$119
Utilities	\$6,809
Total Operating Expenditure	\$670,296

Net Operating Surplus/-Deficit **\$77,184**

Asset Acquisitions **\$4,364**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$172,618
Official Account	\$12,368
Total Funds Available	\$184,986

Financial Commitments	
Operating Reserve	\$23,262
Asset/Equipment Replacement < 12 months	\$2,500
Capital - Buildings/Grounds incl SMS<12 months	\$75,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$42,000
Revenue Received in Advance	\$353
School Based Programs	\$11,500
Provision Accounts	\$6,500
Repayable to DET	\$5,080
Other recurrent expenditure	\$4,790
Asset/Equipment Replacement > 12 months	\$14,000
Total Financial Commitments	\$184,986

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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.

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.