

2017 Annual Report to the School Community



School Name: Kialla Central Primary School

School Number: 1366



- 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 26 April 2018 at 03:48 PM by Debbie Humphries (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 26 April 2018 at 04:34 PM by Robert Scott (School Council President)



About Our School

School Context

Kialla Central Primary School is a small rural school approximately 10km south of Shepparton and was opened in 1874. In 2016, our enrolment was 56 and our Student Family Occupation was 0.367. Students are drawn from Kindergartens across Shepparton as well as the immediate area, reflecting parent choice.

Our school has a very strong sense of pride, ownership and community. Kialla Central offers a friendly, safe environment where parents are made to feel welcome and the students are treated as the important individuals they are. 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.

During 2017, our student enrolments dropped from 56 students to 47 due to some of our families relocating for employment or family commitments.

Our School Values are:

Excellence ~ Seek to accomplish something worthy and admirable, try hard and pursue excellence.

Learning ~ Gain knowledge and skills.

Respect ~ Developing a sense of pride, self-esteem and personal identity. Showing care and concern for other people and property.

Sense of Community - Strong school & home links providing a sense of belonging for all.

Teamwork - Work together to achieve success.

Trust - Encourage risk taking to become lifelong learners.

In 2017 year structures and staffing were: F/1 (18 students) Classroom Teacher Level 2, 2/3 (15 students) 4th Year Graduate Teacher and 4/5/6 (23 students) Classroom Teacher Level 2, the Principal teaches 3 hours a week, Education Support Staff 0.96 and a Business Manager 0.6. In addition, our school has visiting specialists including Mobile Area Resource Centre (Library), Mobile Art and Craft Centre, Italian, Music and private tuition for keyboard and guitar. We also operate an 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)

Our 2017 Annual Implementation Plan FISO priority areas were:

Excellence in teaching and learning by *building practice excellence*.

Positive climate for learning by *setting expectations and promoting inclusion*.

In 2017, we were part of a new FISO Alliance model that was established by the Principals of the following Primary Schools: Kialla Central, Kialla West, Guthrie St, Orrvale, Shepparton East and Zeerust. This FISO Group's purpose was to provide staff from across all of our schools with the opportunity to network, share ideas and resources as well as form or strengthen the professional connection between our schools. Our goal is for staff to have a sense of ownership of FISO Professional learning sessions, to ensure they are meaning and practical. As Principals, we envisage this professional learning model will further assist our staff to improve student outcomes across our schools.

We also reviewed and continued to implement our Kialla Central Primary School **Agreed Teaching Practices** from Foundation to Year 6. It underpins our whole school curriculum, teaching and learning with the goal to improve student outcomes. We also have seamless, consistency of practice, learning and expectations all of students.

Achievement

The Victorian Curriculum was adopted at Kialla Central Primary School.

Our enrolment profile was less than 10% were English as an Additional Language and 6% were Aboriginal and Torres Strait Islander. Our overall Socio-Economic Profile was high.

Our Parent Satisfaction and School Staff survey results were outstanding with ratings across both surveys in the top percentile and above the average of all Victorian Government Primary Schools.

Our Teacher Judgement of student achievement in English and Mathematics showed that we were also slightly above the State mean and competitive with similar schools. This demonstrates that our staff have a sound understanding and knowledge of our students by challenging and supporting their learning.



2017 NAPLAN

Our Year 3 Reading results are within expected range and similar to the State median. However, over a 4-year average we are slightly lower than similar and the State median. The number of students we have had in Year 3 over the last 4 years has fluctuated. As a result, only a small cohort of students have completed NAPLAN assessment.

Our Year 3 Numeracy results are within expected range and similar to the State median.

Our Year 5 Reading and Numeracy results are within the expected range and similar to the State median.

Results from the NAPLAN learning gain from Year 3 to Year 5 is as we expected from this small cohort of students. Their classroom learning has been scaffolded, supported and resourced according to their individual needs. Our results in Reading, Writing and Spelling were low to medium growth. Grammar and Punctuation had a spread across low of 60%, medium of 20% and high growth of 20%. Finally, our Numeracy results showed a 50% medium and a 50% high growth. **Please note:** NAPLAN learning growth does not require a School Comparison.

We have now embedded Michelle Hutchison's SMART Spelling Approach into our daily Literacy Program. We are delighted with the progress our students are starting to show in spelling and are beginning to transfer these skills and strategies across other curriculum areas. We completed our professional learning and introduced the SMART Spelling Approach in May 2016.

We are continually striving to further enhance our teaching, share our skills, knowledge and resources with a focus on Literacy and Numeracy as well as integrating the use of ICT. In 2017, we introduced a *Bring your own Device* Program for students in Years 3 to 6. Students also have access to our school iPads. At this stage, our network can only support Apple iPads.

We analyse 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 with data and help individual students achieve success. Staff also participate in a wide variety of professional learning opportunities involving staff from other local schools.

Engagement

Our attendance data across all Year levels is well above similar schools and the State. From 2014 to 2017, our 4-year average attendance is at 93%, which is exceptional and higher than the average of similar schools and the State. We continued to promote the importance of regular attendance to our school community and we introduced attendance ladders that provided students with a visual picture of their grades' attendance.

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 4/5/6 classroom has an 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 proficiency and develop their ICT skills. Information and Communication Technology is integrated throughout our curriculum

In 2017, our school has targeted highly regarded educational consultants who have provided professional learning to develop engaging Literacy 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 Facebook page, school website, phone app (Updat-ed), phone calls and face-to-face discussions.



Wellbeing

We have a proud, strong and positive culture at our school. There is an expectation for all students to be 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 and special events, such as our Whole School Christmas lunch.

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. In 2017, there was a change in the administration of the Attitudes to School Survey for Primary Schools, as it is now completed by students in grades 4, 5 and 6. Our **Connectedness to School (Sense of belonging)** data remains consistent with our school average being 92% slightly above the school comparison and State mean.

The **Management of Bullying (experience of bullying)** scored 12%, which is a positive result, as we want this to be a low score. This average is also slightly above the school comparison and State mean.

We are proud of these results, as it is reflective of the "whole student" approach that we implement as part of our educational program.

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 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	
<p>Enrolment Profile</p> <p>A total of 56 students were enrolled at this school in 2017, 25 female and 31 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 6 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> 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> Lower</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 border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>40%</td></tr> <tr><td>Medium</td><td>60%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>50%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>60%</td></tr> <tr><td>Medium</td><td>40%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>20%</td></tr> <tr><td>Medium</td><td>80%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>60%</td></tr> <tr><td>Medium</td><td>20%</td></tr> <tr><td>High</td><td>20%</td></tr> </table>	Gain Level	Percentage	Low	40%	Medium	60%	Gain Level	Percentage	Medium	50%	High	50%	Gain Level	Percentage	Low	60%	Medium	40%	Gain Level	Percentage	Low	20%	Medium	80%	Gain Level	Percentage	Low	60%	Medium	20%	High	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>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> <table border="1" data-bbox="553 913 1040 1010"> <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>91 %</td> <td>94 %</td> <td>96 %</td> <td>95 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	94 %	96 %	95 %	91 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	94 %	96 %	95 %	91 %	93 %										



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>	Similar
<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>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

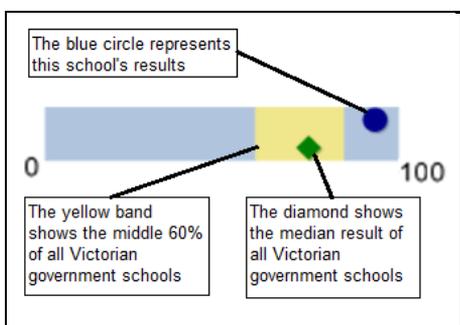
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

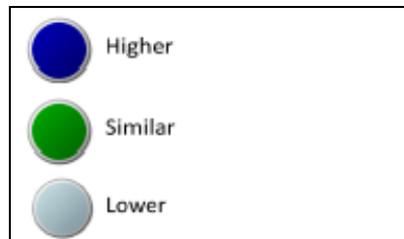


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

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

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

The end of 2017 showed that we had a net operating surplus. We have continued to receive significant locally raised funds to be used to improve our facilities e.g. permanent shade structure and new asphalt areas.

We also received a Planned Maintenance Funding grant from the Department that was spent on re-surfacing our deteriorating basketball court. Due to extreme weather conditions, this project will be completed in 2018.

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	\$516,175	High Yield Investment Account	\$145,741
Government Provided DET Grants	\$101,348	Official Account	\$14,114
Government Grants Commonwealth	\$15,280	Total Funds Available	\$159,855
Revenue Other	\$12,919		
Locally Raised Funds	\$53,773		
Total Operating Revenue	\$699,495		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$516,539	Operating Reserve	\$22,146
Communication Costs	\$1,767	Asset/Equipment Replacement < 12 months	\$19,250
Consumables	\$13,102	Capital - Buildings/Grounds incl SMS<12 months	\$9,000
Miscellaneous Expense ³	\$27,386	Maintenance - Buildings/Grounds incl SMS<12 months	\$36,000
Professional Development	\$7,910	Revenue Received in Advance	\$597
Property and Equipment Services	\$38,449	School Based Programs	\$16,000
Salaries & Allowances ⁴	\$38,455	Provision Accounts	\$1,000
Trading & Fundraising	\$14,491	Repayable to DET	\$500
Utilities	\$6,761	Other recurrent expenditure	\$5,000
		Asset/Equipment Replacement > 12 months	\$12,000
		Capital - Buildings/Grounds incl SMS>12 months	\$20,000
		Maintenance -Buildings/Grounds incl SMS>12 months	\$18,362
		Total Financial Commitments	\$159,855



Total Operating Expenditure	\$664,859
Net Operating Surplus/-Deficit	\$34,635
Asset Acquisitions	\$58,699

- (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.