

# 2019 Annual Report to The School Community



School Name: **Kialla Central Primary School (1366)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 02 June 2020 at 12:18 PM by Debbie Humphries (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 June 2020 at 09:18 AM by Robert Scott (School Council President)

## About Our School

### School context

Kialla Central Primary School (K.C.P.S.) is located in the City of Greater Shepparton, 11 kilometres from the Shepparton Central Business District. The School was founded in 1874.

In 2019, our enrolment was 72 students with 38 females and 34 males. Our overall socio economic profile band value is medium. This is based on the school's Student Family Occupation (0.2787) and Education index (0.2664) which takes into account parents' occupations and education. Students are drawn from Kindergartens across Shepparton as well as the immediate area, reflecting parent/carer choice.

Our school has a very strong sense of pride, ownership and community. Kialla Central offers a friendly, safe environment where students are treated as individuals and parents/carers are made to feel welcome. Our school, in partnership with our families, is committed to educating all students, encouraging them to be lifelong learners and responsible citizens.

Kialla Central's Values are:

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

Trust ~ Encourage risk taking to become lifelong learners.

Learning ~ Gain knowledge and skills.

Teamwork ~ Work together to achieve success.

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

Sense of Community ~ Strong school and home links providing a sense of belonging for all.

The staff profile of Kialla Central Primary School is: a Principal, 4.0 teachers, 0.96 full time equivalent (FTE) Education Support staff and 0.6 FTE Business Manager / office administration support. In addition, our school has visiting specialist: Mobile Area Resource Centre (M.A.R.C. ~ Library), Mobile Art and Craft Centre (M.A.C.C. ~ Art), Music specialist in Term 4 as well as private tuition for keyboard and guitar.

Our 2019 composite grade structures were: Foundation / Grade 1 (16 Students), Grade 1 / 2 (18 students), Grade 3 / 4 (20 students) and Grade 5 / 6 (18 students). A 4th classroom was introduced due to an increase in enrolments, as a result of consistent positive promotion of the school.

We operate our own Playgroup, accredited Outside School Hours Care Service and School Bus which is only for Kialla Central P.S. students. We combine with Kialla West P.S. for: staff professional learning, camps, sporting activities and weekend sporting teams that are part of local competitions.

K.C.P.S. provides an approved curriculum framework based on the Victorian Curriculum to meet students' needs.

School grounds include: two main buildings with central open spaces and a number of ancillary structures. The grounds include: ovals, an undercover court area, play areas, a cubby house area, eating area and seating.

### Framework for Improving Student Outcomes (FISO)

In 2019, Kialla Central Primary School's AIP focus was on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence and Curriculum Planning and Assessment.

The following were implemented:

~ implementation of a key elements of the Victorian Literacy and Numeracy Strategies;

~ further refine a consistent approach to teaching Literacy with a focus on Reading and a consistent approach to teaching Numeracy;

~ review and update K.C.P.S. Agreed Teaching Practices;

~ refined our meeting formats and schedules, for example, combined our Staff meeting with our School Improvement

Team;

- ~ investigate, plan and implement consistent lesson structures with clear learning intentions and success criteria;
- ~ build teacher capacity in using High Impact Strategies;
- ~ re-visited and updated our curriculum plans and assessment schedules;
- ~ introduced Reader's Workshop and learning goals within our school's context; and
- ~ reviewed the self-evaluation of the FISO Continua of Practice.

Evidence that highlights the success of the implementation of these strategies:

- ~ is the improved Reading NAPLAN results for both Year 3 and Year 5; and
- ~ Moving to an Influence School Rating on the School Performance Report.

## Achievement

In 2019, we continued work on the strategic plan goal of improving learning outcomes in Literacy and Numeracy for each student.

Teacher judgements of student achievements in English, is above the State, Network and similar schools percentages for students in Foundation to Year 6 who are working above the age expected level. These results reflect our teachers' sound understanding and knowledge of their students as well as their capacity to teach to individual students' points of learning. Teacher Judgements of student achievements in Mathematics, is comparable to Network and similar schools percentages for students in Foundation to Year 6 who are working above the age expected level.

### 2019 NAPLAN TOP TWO BANDS

92% of Year 3 students achieved in the top two bands for NAPLAN Reading.

This was above the State (57%), Network (41%) and similar schools (55%).

Our relative growth of students in the top two bands, from 2017 to 2019, was higher than similar schools.

Please note: similar school refers to schools with similar characteristic to Kialla Central Primary School.

### Year 5 Reading

50% of Year 5 students achieved in the top two bands for NAPLAN Reading.

This was above the State (40%), Network (27%) and similar schools (36%).

In 2019, 43% of Year 5 students were above Benchmark Growth (Year 3 to Year 5) the State (24%), Network (29%) and similar schools (27%).

Between 2017 and 2019 the percentage of students with Above Benchmark was 29% compare to 30% of similar schools

### Year 3 Numeracy

46% of Year 3 students achieved in the top two bands for NAPLAN Numeracy.

This was above the State (43%), Network (30%) and similar schools (41%).

Our relative growth of students in the top two bands, from 2017 to 2019, was lower than similiar schools.

### Year 5 Numeracy

No Year 5 students achieved in the top two bands for NAPLAN Numeracy, however, 88% achieved expected level in the middle 2 bands.

No Year 5 students were above Benchmark Growth (Year 3 to Year 5), however, 100% were meeting benchmark. Between 2017 and 2019 the percentage of students with Above Benchmark was 28% compare to 24% of similar schools.

#### OTHER

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Additional classroom support was invested in the 3/4 classroom to enhance student literacy and numeracy outcomes.

On the School Performance Report we achieved an Influence School rating as a result of hard work and dedication by the K.C.P.S. Team.

The focus on reading and agreed changes to teacher practice, within our school context, has strengthened consistency of the teaching of reading from Foundation to Year 6.

Teachers refined personal learning goals and class goals to be more explicit.

In 2016, Kialla Central Primary School introduced Michelle Hutchison's SMART Spelling Approach. This Approach is designed to support teachers in the explicit and systematic teaching of spelling which has resulted in improved student outcomes.

#### FUTURE DIRECTIONS

- ~ We will continued work on the strategic plan goal of improving learning outcomes in Literacy and Numeracy for each student.
- ~ Further develop staff knowledge and capacity to plan and implement differentiated teaching practices from Foundation to Year 6.
- ~ Develop a shared understanding of a consistent instructional model to improve student learning outcomes.
- ~ Further enhance staff capacity to understand and effectively analyse multiple sources of student data.
- ~ Continue to develop student voice and agency.

#### Engagement

Our strong attendance data across all Year levels was above the State mean and similar schools. Our attendance data range was between 90% and 94% from Foundation to Year 6.

It is worth noting, there was a spike in our absences in May due to illness. Between 2017 to 2019 our average numbers of absence days was still lower compared to similar schools.

In 2019, the percentage of students with 20 days or more absences days was 22% compared to 28% for similar schools. Between 2017 and 2019 this data (23%) was consistent with similar schools at 25%.

The implementation of the stringent new attendance requirements from DET and a continued vigilant effort in educating parents/carers about the importance of students coming to school has ensured our high attendance data is maintained. If a child is absent from school, a phone call is made (before recess) to the parent/carer seeking an explanation for this absence. Regular reminders are also included in the weekly school newsletter. Attendance is also recorded on Semester 1 and Semester 2 Academic Reports with a table outlining to parents/carers the impact this has on their child/ren's learning.

Kialla Central continues to have a strong focus on student involvement in the school including: leadership positions of School Captains, House Captains, Junior School Council, areas of responsibility such as our Buddy Program, student choice with learning tasks and presentation of tasks and a strong sense of belonging to the school community. Students have the opportunity to suggest changes and/or improvements to these areas to ensure they are engaging and meeting student needs. Consultation happened between students, classroom teachers and when required the Principal.

At Kialla Central Primary School our students want to come to school because they make an active contribution to the school and have a sound sense of belonging.

#### FUTURE DIRECTIONS

Continue to build Student Voice and Agency opportunities.

## Wellbeing

Kialla Central Primary School continues to promote a strong, proud and positive school culture. There is an expectation of students being responsible for their learning, there are effective links between home/school and school/home so every student can have success. There are high expectations of all students' behaviour by all staff as well as the students' themselves.

### ATTITUDES TO SCHOOL SURVEY

Sense of Connectedness

2019 K.C.P.S. data shows that we are above State median and similar schools comparison

High Expectations

This was the most positively endorsed factor for students in Years 4 to 6 with a 94.2% endorsement.

Not Experiencing Bullying

The factor "not experiencing bullying" has had 2 years of improved results and in 2019 was again the most improved factor, improving by 5.6% percentage points since 2017.

### PARENT OPINION SURVEY

93% of parents are satisfied with the school overall.

### SCHOOL STAFF SURVEY

97% of the staff were positive about the school climate.

### FUTURE DIRECTIONS

In 2020 we will undertake the following DET initiatives:

- ~ Cultural Understanding & Safety Training (CUST)
- ~ Respectful Relationships

## Financial performance and position

In 2019, the Specialist / OSHC area was refurbished with the installation of a kitchen, sinks and new furniture.

All funds received from the Department of Education and training, or raised by the school, have been expended, or committed to subsequent years to support the achievement of educational and other operational needs of school, consistent with Department policies. School Council approvals and the intent/purposes for which funding was provided or raised.

There are a couple of projects that have been identified to further enhance our school in 2020. These include:

- ~ completing the re-vamp of our outside eating area so that it will be able to be used as an outdoor learning space and community used area;
- ~ finishing cubby house area;
- ~ school maintenance blitz such as: upgrade switch board, painting etc.
- ~ undertaking oval works and maintenance; and
- ~ investigating car park options.

**For more detailed information regarding our school please visit our website at**  
[www.kiallacentral.ps.vic.edu.au](http://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.

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 72 students were enrolled at this school in 2019, 38 female and 34 male.

np percent of students had English as an additional language and 6 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: 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)	93.6	85.8	79.2	92.0

### 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)	96.8	79.5	68.5	87.9

**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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## 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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	95.2	89.7	81.7	95.0	Above
Mathematics	95.6	90.3	81.8	95.8	Above

### 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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	92.3	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	76.9	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	87.5	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	37.5	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	71.4	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	68.6	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	70.0	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	54.8	56.3	40.7	71.7	-

### 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'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

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 Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	14.3	42.9	42.9
Numeracy	14.3	85.7	0.0
Writing	71.4	28.6	0.0
Spelling	28.6	42.9	28.6
Grammar and Punctuation	28.6	42.9	28.6

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' 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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.0	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	13.3	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	93	94	91	92	90	94	93

**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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	89.0	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	89.9	81.4	73.9	88.1	-

**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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	88.3	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	87.1	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$699,006
Government Provided DET Grants	\$90,630
Government Grants Commonwealth	\$30,068
Government Grants State	\$0
Revenue Other	\$3,685
Locally Raised Funds	\$76,462
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$899,849</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$651,178
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$1,402
Consumables	\$17,840
Miscellaneous Expense <sup>3</sup>	\$37,036
Professional Development	\$3,655
Property and Equipment Services	\$39,693
Salaries & Allowances <sup>4</sup>	\$64,828
Trading & Fundraising	\$24,477
Travel & Subsistence	\$503
Utilities	\$8,661
<b>Total Operating Expenditure</b>	<b>\$849,273</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$50,576</b>
<b>Asset Acquisitions</b>	<b>\$7,281</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$127,837
Official Account	\$16,545
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$144,382</b>

Financial Commitments	Actual
Operating Reserve	\$30,369
Other Recurrent Expenditure	\$2,871
Provision Accounts	\$0
Funds Received in Advance	\$897
School Based Programs	\$28,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,810
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$7,719
Maintenance - Buildings/Grounds < 12 months	\$38,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$117,666</b>

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 26 Feb 2020 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## 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, Community Schools and schools that changed school type recently, 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').