

2020 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).
- 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 2020 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 30 April 2021 at 12:07 PM by Debbie Humphries (Principal)

The 2020 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 04 May 2021 at 02:01 PM by Luke McIntosh (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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 2020, our enrolment was 77 students with 41 females and 36 males. Our overall socio economic profile band value is low-medium. This is based on the school's Student Family Occupation and Education index is 0.3025 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 2020 Values:

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) as well as private tuition for keyboard and guitar.

Our 2020 composite grade structures were: Foundation / Grade 1 (19 Students), Grade 1 / 2 (21 students), Grade 3 / 4 (20 students) and Grade 5 / 6 (17 students).

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 2020, our AIP focused on the implementation of the Key Improvement Strategies (KIS) related for the Framework for Improving Student Outcomes (F.I.S.O.) Dimensions of Building Practice Excellence and Curriculum Planning and Assessment. This included:

~ further developing staff knowledge and capacity to plan and implement differentiated teaching practices in Literacy and Numeracy

~ continued to develop a consistent whole school instructional model to improve student learning outcomes

~ further enhance staff capacity to understand and effectively analyse multiple sources of student data

To support the implementation of these KIS the following actions were undertaken.

Students

- ~ Set and articulate individual goals in reading and/or writing as well as work on class goals e.g. sizzling start or prediction
- ~ Articulate their learning e.g. what are they learning and how do they know when they have been successful
- ~ Had a choice in some of their Literacy activities in relation to the tasks they completed, the resources and the strategies they use

Teachers

- ~ Regularly conferenced with each student on their learning goal and acknowledged their achievements of previous goals
- ~ Implemented a shared range of resources to support and extend students learning such as: the TOP TEN Maths Program, the SMART Spelling Approach as well as tools from the Literacy and Numeracy Resource portals

Education Support

- ~ Worked closely with classroom teachers in supporting students in setting and achieving individual and classroom goals e.g. reinforcing these during learning tasks
- ~ Participated in professional learning opportunities with teachers e.g. SIT and Curriculum Days

Leaders

- ~ The SIT team started positively but lost momentum as we focused on Flexible and Remote Learning Stage 2
- ~ Google classroom provide an insight into the range of creative learning tasks teachers were proving e.g. Literacy Escape Rooms, BookFlex a version of Netflix but based on books
 - students could read independently, in a small group or listen to them as an audio book
- ~ Google classrooms also provided the Principal with the opportunity to participate in classroom tasks, provide feedback and comments on individual students as well as whole class tasks

Achievement

In 2020, we continued work on the strategic plan goal of improving learning outcomes in Literacy and Numeracy for each student.

Teacher judgements of student achievements (Foundation to Year 6) working at or above age expected standards in English is 91.7%. This is well above students of similar schools assessed at 84.2% and the State average of 86.3%. Our Mathematic student achievements (Foundation to Year 6) working at or above age expected standards is 93.3%. This is well above students of similar schools assessed at 84.4% and the State average of 85.2%.

NAPLAN Tests were not conducted in 2020.

As a staff and school we learnt so much from our Stage 1 Flexible and Remote Learning (FRL) experience. We sought feedback from our students and parents/carers as well as discussed the positives and areas we would change / improve if a Stage 2 of FRL was required. On Wednesday 5th August we implemented Stage 2 of Flexible and Remote Learning.

The learning tasks and opportunities our teachers provided on Google Classroom during this time were engaging and differentiated. Our SMART Spelling Approach continued as founder Michelle Hutchison recorded the weekly spelling focus that was uploaded to Google Classroom and reinforced by the classroom teachers. This was a fantastic resource as many of our parents/carers gained an insight into the SMART Spelling Approach which they found very beneficial.

K.C.P.S. provided activities across all Curriculum areas during FRL including: Health/PE, Italian, Science, Art, Music, Library, ICT and Design Technology. Highlights was our BookFlix (based on the concept of NetFlix) a virtual Library where students to select an on-line book to read independently or to listen to as an audio book. This was created by Ashlea Baker (1/2 Teacher) for our all students to access. We had virtual Literacy Escape Rooms, the 5/6 students had a Masked Dancer competition, we had crazy hair and dress up days e.g. footy colours.

We introduced daily WebEx class meetings and teachers also worked with small groups. As a whole school we also

held a weekly Assembly, facilitated by our School Captains, which saw many of our families be part of this experience which was fantastic.

Engagement

Kialla Central Primary School continues to have positive and strong attendance across all year levels from Foundation to Year 6. The average number of absence days in 2020 was 9.1 and our 4 year average is 12.5 days. The same data for similar schools was 14.2 days and a 4 year average of 16.1 days. The State data across the same fields, was 13.8 days absence in 2020 and 15.3 days for the 4 year average.

We are vigilant about educating our students and 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 strong sense of belonging.

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

Due to Flexible and Remote Learning we opted out of the DET's Attitudes to School Survey (student survey) for 2020. However, we conducted our own Student Feedback Surveys from Foundation to Year 6.

PARENT OPINION SURVEY

The Department of Education and Training (DET) conduct an annual Parent Opinion Survey to determine the level of parent/carer satisfaction.

Kialla Central Primary School parent satisfaction was 87% with the State average at 81.2%.

SCHOOL STAFF SURVEY

The percentage endorsed by staff on School Climate was 96.6% compared to the State average of 77.8%.

These positive endorsements are reflective of the strong, positive and proud culture of our school. Please note:

Financial performance and position

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 few of projects that have been identified to further enhance our school in 2021. 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, for example, painting;
- ~ 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

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 77 students were enrolled at this school in 2020, 41 female and 36 male.

NDP percent of students had English as an additional language and 5 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.

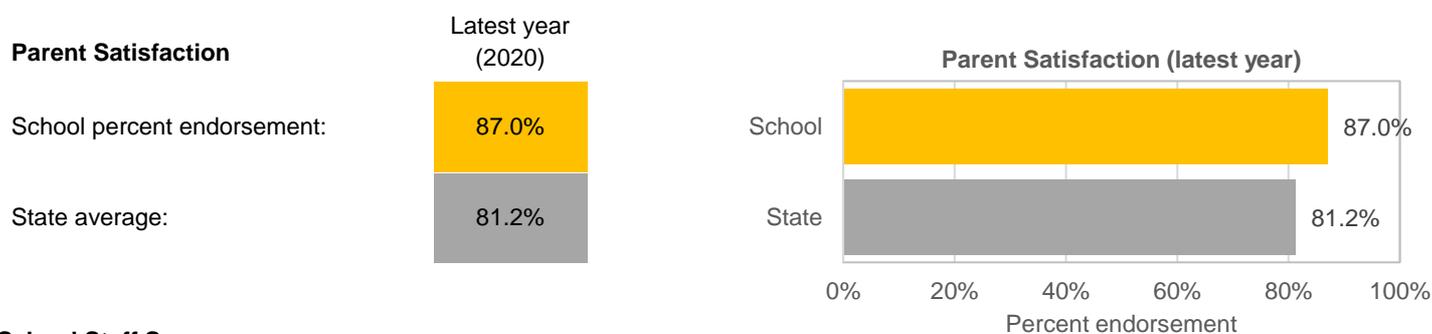
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

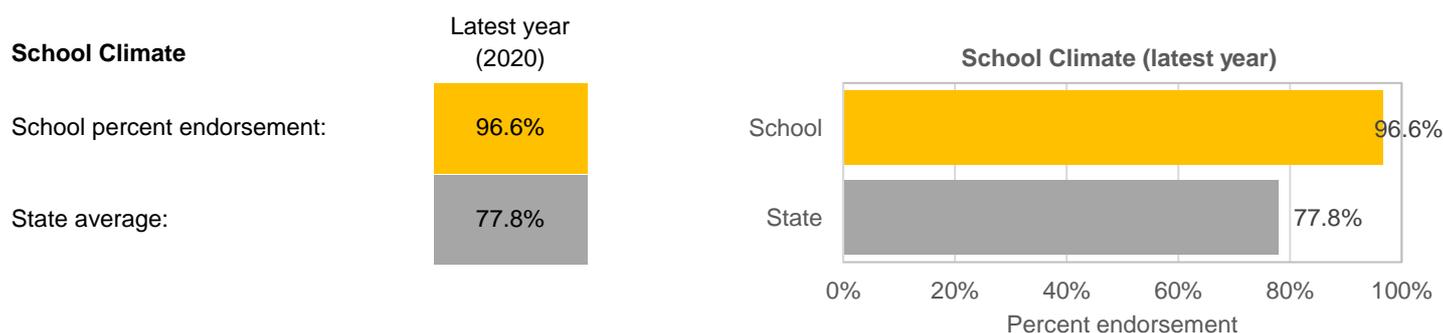


School Staff Survey

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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

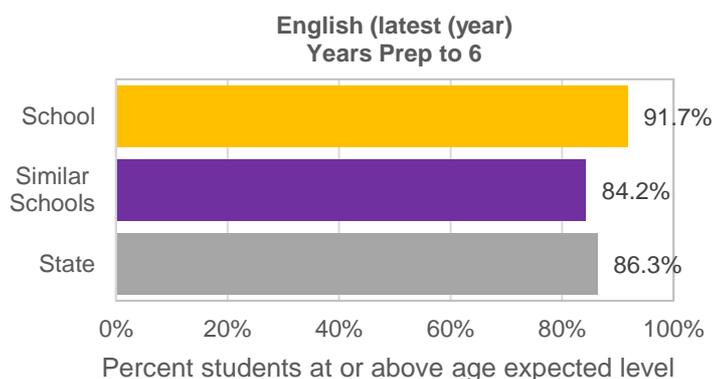
91.7%

Similar Schools average:

84.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

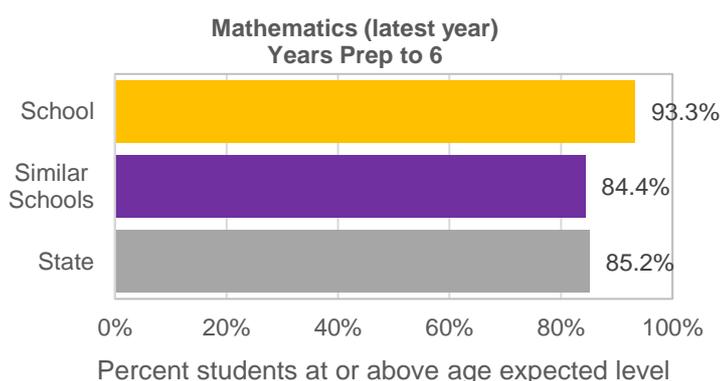
93.3%

Similar Schools average:

84.4%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

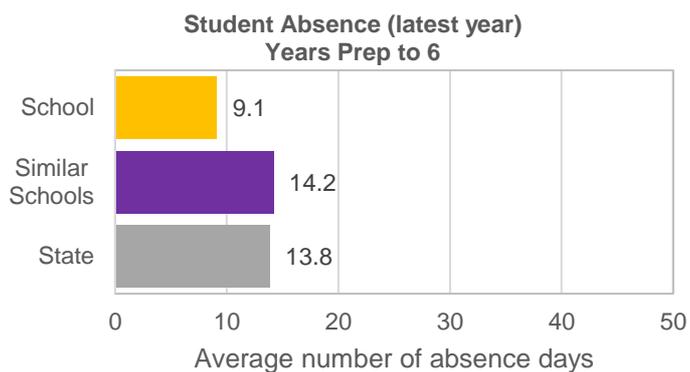
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.1	12.5
Similar Schools average:	14.2	16.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	93%	96%	93%	96%	93%	97%

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

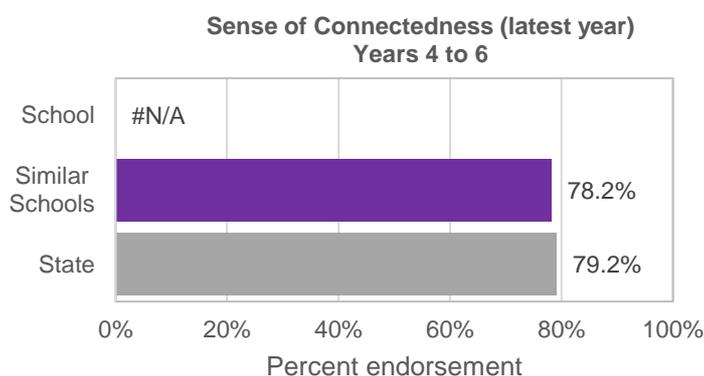
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	89.8%
Similar Schools average:	78.2%	81.5%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

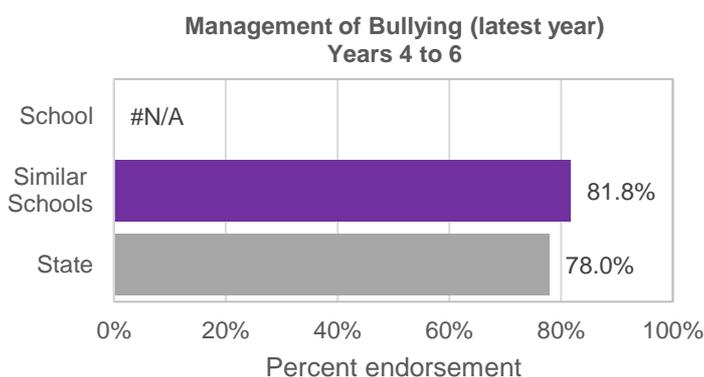
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	86.9%
Similar Schools average:	81.8%	83.1%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$763,742
Government Provided DET Grants	\$146,889
Government Grants Commonwealth	\$40,200
Government Grants State	NDA
Revenue Other	\$1,879
Locally Raised Funds	\$41,507
Capital Grants	NDA
Total Operating Revenue	\$994,216

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,270
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$8,270

Expenditure	Actual
Student Resource Package ²	\$693,640
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$2,497
Communication Costs	\$1,556
Consumables	\$17,518
Miscellaneous Expense ³	\$8,388
Professional Development	\$1,331
Equipment/Maintenance/Hire	\$28,579
Property Services	\$47,926
Salaries & Allowances ⁴	\$50,808
Support Services	\$2,131
Trading & Fundraising	\$16,915
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$7,973
Total Operating Expenditure	\$879,262
Net Operating Surplus/-Deficit	\$114,954
Asset Acquisitions	\$43,572

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$139,531
Official Account	\$13,795
Other Accounts	NDA
Total Funds Available	\$153,326

Financial Commitments	Actual
Operating Reserve	\$28,947
Other Recurrent Expenditure	\$6,730
Provision Accounts	NDA
Funds Received in Advance	\$6,309
School Based Programs	\$35,923
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$5,712
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$45,170
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$133,792

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.