

2022 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 of the previous calendar year 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 01 May 2023 at 03:24 PM by Debbie Humphries (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 09 June 2023 at 02:42 PM by Jake Johnson (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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 (KCPS) is located in the City of Greater Shepparton, 11 kilometres from the Central Business District. School 1366 was founded on the 11th September 1874 and has had three different locations along Central Kialla Road.

The school grounds include two main buildings with central open spaces and several ancillary structures. The grounds include ovals, an undercover court area, play areas, a creative outdoor learning area with a cubby house, eating area and seating.

In 2022, our enrolment was 80 students with 39 females and 41 males, this compares to 47 students in 2017. We currently do not have any overseas students enrolled. The school's Student Family Occupation and Education index is 0.3335 which takes into account parents' occupations and education. The school's overall school's SFOE band is: Low - Medium. 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 Primary School has four values:

Knowledge ~ Develop strategies, skills and understanding

Connection ~ A sense of belonging

Participation ~ Have a go and try your best

Success ~ Work together to achieve success.

The staff profile of Kialla Central Primary School is a principal, 4.0 teachers, 0.24 Tutor (Tutor Learning Initiative), 0.96 Classroom Education Support / Administration and 0.6 Business Manager.

Our 2022 composite grade structures were: Foundation / Grade 1 (15 Students), Grade 1 / 2 (20 students), Grade 3 / 4 (25 students) and Grade 5 / 6 (20 students).

The core subjects are in the areas of English, Mathematics and Humanities. There is a multi-group rotation that covers the areas of Science, Digital Technologies, Health & Physical Education and Italian. The principal also teaches Design Technology across all year levels each week. The school has the services of visiting specialists who rotate fortnightly: Mobile Area Resource Centre (M.A.R.C. ~ Library), Mobile Art and Craft Centre (M.A.C.C.~ Art).

KCPS provides an out of school hours service for students at the school. Private tuition for keyboard and guitar is offered at the school on a user pay basis. A playgroup operated at the school during the strategic plan period but closed during COVID lockdowns; the program is reopening in term 3 2022. The school contracts its own bus service for students attending the school.

The 2022 Parent / Caregiver / Guardian Opinion Survey had a very low response rate of only 10 responses from our 50 families, all of our families are invited to participate in this survey.

Progress towards strategic goals, student outcomes and student engagement

Learning

Kialla Central Primary School demonstrated high quality consistent practice in literacy and numeracy provision. We demonstrated the capacity to monitor and focus on individual students and cater for the range of student abilities.

The leadership and staff of the school in both curriculum planning and student wellbeing received high endorsement from both students and parents that was reflected in our school review forums and the annual student and parent survey data.

TEACHER JUDGEMENT DATA

Teacher judgements of student achievements (Foundation to Year 6) working at, or above age expected standards in English is 96.8%.

This is well above students at similar schools assessed at 85.2% and the State average of 87.0%.

Our Mathematics student achievements (Foundation to Year 6) working at, or above age expected standards has increased to 99.5%.

This is well above students of similar schools assessed at 86.6% and the State average of 85.9%.

NAPLAN ~ percentage of students in the top 3 bands

Year 3	Kialla Central PS	Similar School	State
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Reading	88.9%	75.4%	76.6%
Numeracy	55.6%	61.0%	64.0%

While there was a decline in the number of students in the top three NAPLAN Bands in Year 3 Numeracy, our 4-year average is at 70.3% still above similar schools and the state averages.

Year 5	Kialla Central PS	Similar School	State
Reading	83.3%	65.4%	70.2%
Numeracy	83.6%	47.8%	54.2%

In 2021, the Department of Education and Training introduced the Tutor Learning Initiative (T.L.I.) into schools across Victoria. Our model supports students below expected standard and above the expected standard. The benefits of our model have contributed to improving our student learning outcomes; is evident in our semester 2 teacher judgements as there is a significant decrease in the number of students who were 12 months or greater below expected standard. The number of students performing above expected standard and entering the Victorian High Abilities Program has increased.

The Department hosts the Victorian High-Ability Program (VHAP) via its Virtual School Victoria, for students in Years 5 to 8 who attend Government schools. It is a 10-week virtual enrichment program with tasks that stimulate students' critical thinking, problem solving and creativity, further enhancing their understanding of English and Mathematics. Students are invited to participate in this program based on their academic achievements. They can be nominated by the Department or schools can nominate students who may be considered eligible for the program. In 2022 Kialla Central Primary School had 6 students participate in the English program. Over the past 2 years we have had 11 out of a possible 20 Year 5 students participate in VHAP, two of these students have completed both English and Maths. This is an outstanding and proud achievement for K.C.P.S.

Wellbeing

In 2022 we hosted our 4-year School Review, the panel found that the school had a well-balanced focus on caring for students' pastoral and academic wellbeing. During the student forums the panel found students demonstrated high engagement with the house system in both sporting, classroom, and wellbeing activities. Various awards where students demonstrated achievements that represented the school's values were presented to students at weekly whole school assemblies. The panel also acknowledged that for a small school, the level of leadership opportunities was a significant part of the school's culture that promoted student connectedness to K.C.P.S.

2022 ATTITUDES TO SCHOOL SURVEY

Sense of Connectedness Years 4 to 6	Kialla Central PS	Similar School	State
	91.4%	80.4%	78.1%

Management of Bullying Years 4 to 6	Kialla Central PS	Similar School	State
	92.9%	79.5%	75.8%

Wellbeing at Kialla Central Primary School is managed by all staff, that is, we don't have a welfare coordinator or an Assistant Principal who is responsible for this area. As a result, our achievements in this area demonstrate the commitment of our staff and the bond we share as an effective team.

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 2022 was 20.7 and our 4-year average is 15.0 days. Our average number of absence days has increased due to an increase in the number of our families taking extended family holidays and students with extended illnesses.

The same data for similar schools was 25.2 days and a 4-year average of 18.2 days. The State data across the same fields, was 23.3 days absence in 2022 and 17.0 days for the 4-year average.

We are vigilant about educating our students and parents/carers about the importance of students coming to school which 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 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 presentations of tasks. Students have the opportunity to suggest changes and/or improvements to these areas to ensure they are engaging and meeting student needs. Consultation happens 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.

This was endorsed by the results of relevant sections of the Attitudes to Schools Survey, the Parent Opinion Survey, and the School Staff Survey.

Other highlights from the school year

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the completion of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

Financial performance

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 2023. These include:

- ~ completing our Creative Outdoor Learning Area which incorporates our cubby house area;
- ~ school maintenance, for example, stumping the administration building and repairing the floor in the gallery;
- ~ undertaking oval works and maintenance; and
- ~ completing our on-site car park.

For more detailed information regarding our school please visit our website at
kialla.central.ps@education.vic.gov.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 2.0 (FISO 2.0).

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 80 students were enrolled at this school in 2022, 39 female and 41 male.

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

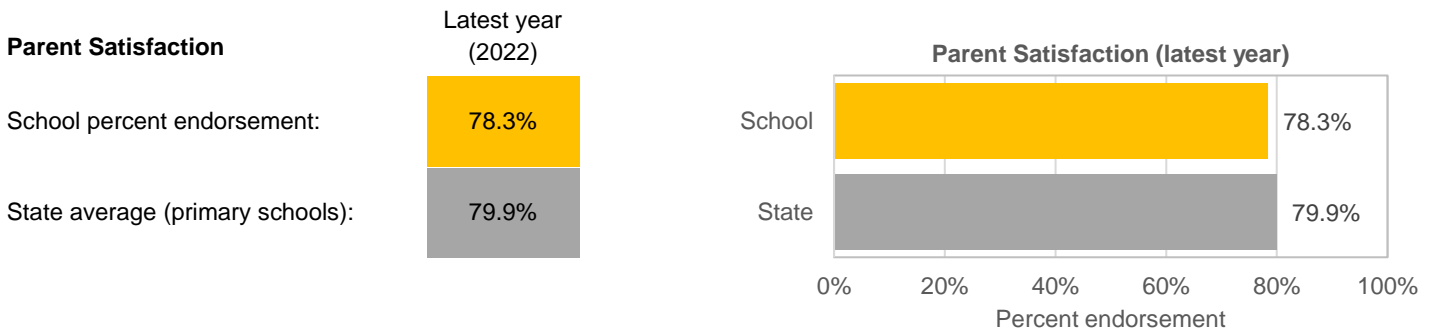
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium, and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage 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.

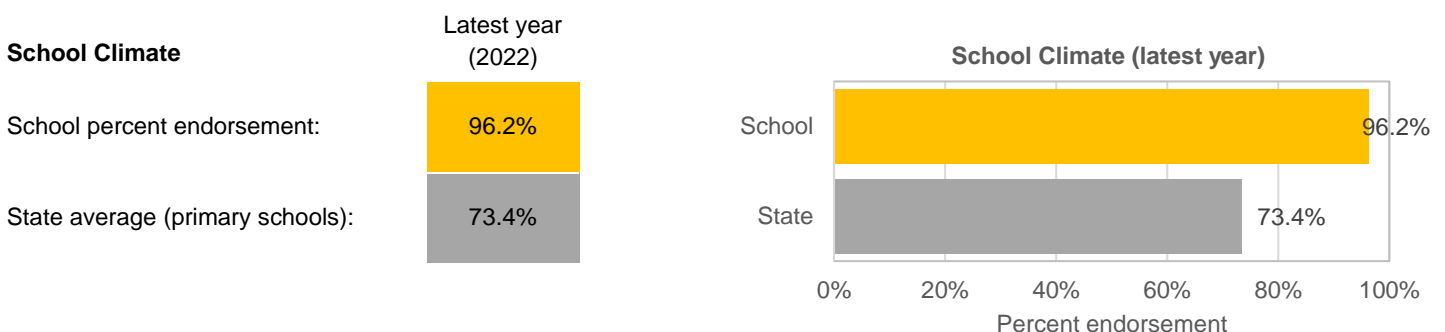


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percentage 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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

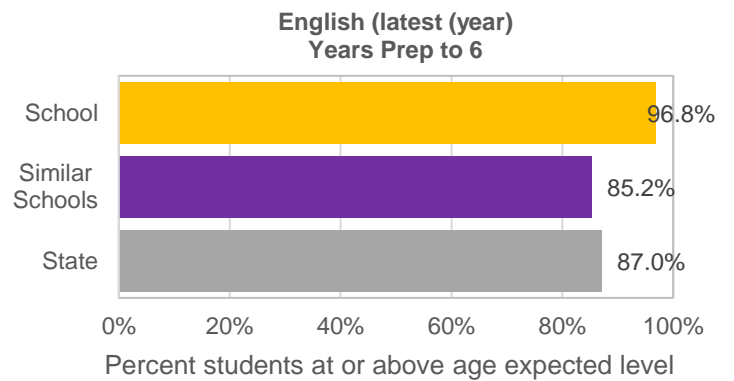
96.8%

Similar Schools average:

85.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

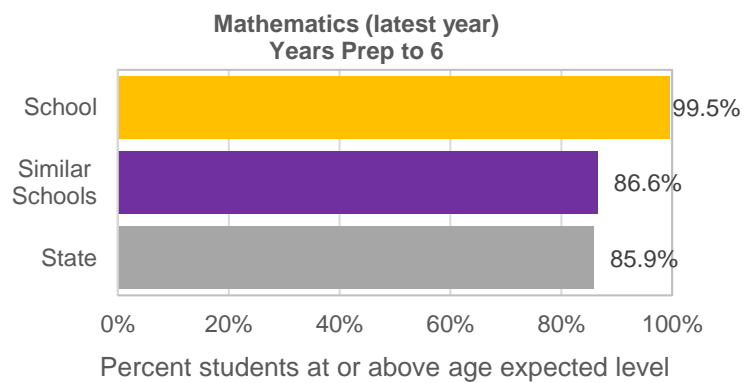
99.5%

Similar Schools average:

86.6%

State average:

85.9%



LEARNING (continued)

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.

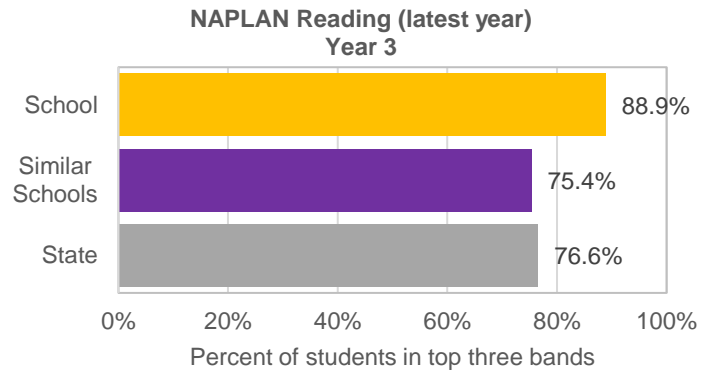
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

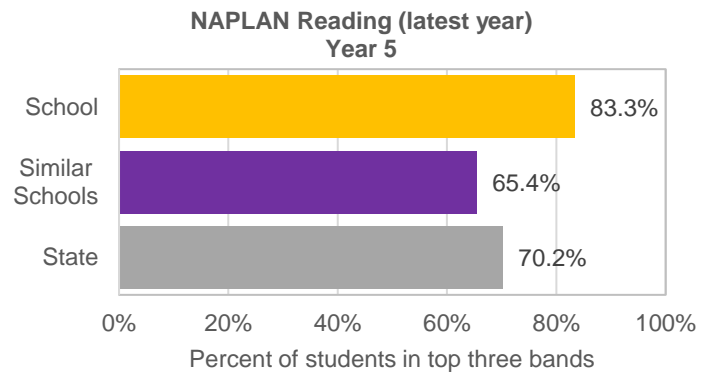
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.9%	86.1%
Similar Schools average:	75.4%	73.4%
State average:	76.6%	76.6%



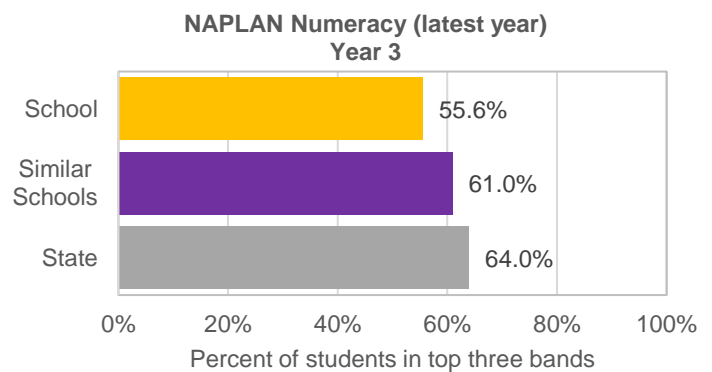
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	84.0%
Similar Schools average:	65.4%	64.1%
State average:	70.2%	69.5%



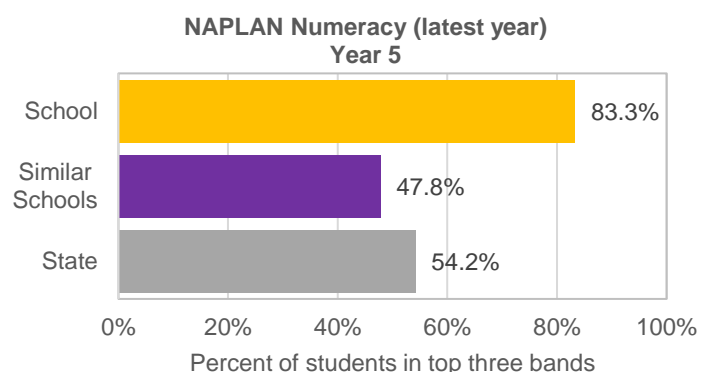
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.6%	70.3%
Similar Schools average:	61.0%	62.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	60.0%
Similar Schools average:	47.8%	52.1%
State average:	54.2%	58.8%



WELLBEING

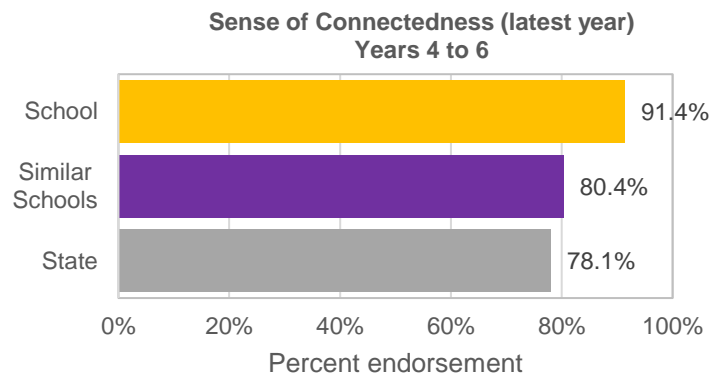
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	91.4%	91.4%
Similar Schools average:	80.4%	80.4%
State average:	78.1%	79.5%

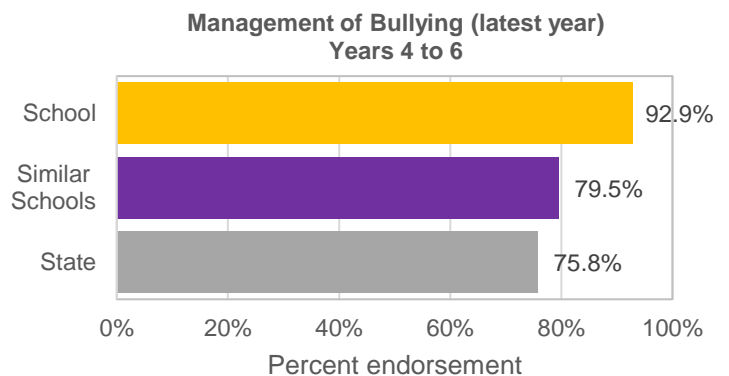


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	92.9%	93.5%
Similar Schools average:	79.5%	82.1%
State average:	75.8%	78.3%



ENGAGEMENT

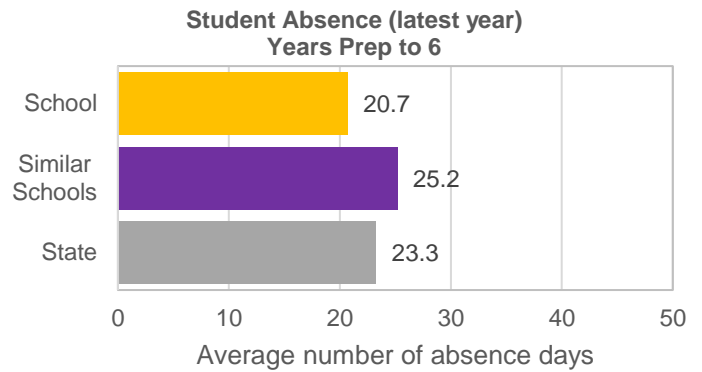
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.7	15.0
Similar Schools average:	25.2	18.8
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	91%	88%	89%	91%	86%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$873,949
Government Provided DET Grants	\$133,321
Government Grants Commonwealth	\$10,387
Government Grants State	\$23,960
Revenue Other	\$4,749
Locally Raised Funds	\$67,068
Capital Grants	\$0
Total Operating Revenue	\$1,113,434

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,428
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,428

Expenditure	Actual
Student Resource Package ²	\$811,043
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$30,351
Communication Costs	\$1,074
Consumables	\$17,667
Miscellaneous Expense ³	\$9,463
Professional Development	\$2,733
Equipment/Maintenance/Hire	\$4,452
Property Services	\$30,200
Salaries & Allowances ⁴	\$26,597
Support Services	\$9,198
Trading & Fundraising	\$12,188
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$385
Utilities	\$8,192
Total Operating Expenditure	\$963,542
Net Operating Surplus/-Deficit	\$149,892
Asset Acquisitions	\$16,296

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$241,015
Official Account	\$16,303
Other Accounts	\$0
Total Funds Available	\$257,318

Financial Commitments	Actual
Operating Reserve	\$23,657
Other Recurrent Expenditure	\$10,248
Provision Accounts	\$0
Funds Received in Advance	\$1,521
School Based Programs	\$52,342
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,586
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$72,368
Maintenance - Buildings/Grounds < 12 months	\$48,856
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$243,578

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.