

# 2017 Annual Report to the School Community



School Name: Kilmore Primary School

School Number: 1568

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Kilmore Primary School is located on Lancefield Road, Kilmore; an historic rural town 58km north of Melbourne. Our student enrolment in 2017 was 423 on Census day. By the end of the year we had 438 students. In terms of staffing, we had one Principal and two Assistant Principals, two Leading Teachers and, for the first time, a .6 Leading Teacher assigned to a Teaching and Learning Coach role. There were eighteen fulltime classroom teachers, one fulltime Intervention Teacher and four part-time teachers in specialist roles. Seven part-time Education Support Staff formed the core of our intervention and enrichment program supporting the PSDMS funded students and implementing a range of programs aimed at students identified as 'at risk'. Our office is manned by a very competent Business Manager who is supported by two part time office staff. Our SFO in 2017 was 0.4901 and our SFOE factor 0.4452. Eighteen classrooms operated with specialist Visual Arts, Technology and PE being offered to all grade levels. Spanish classes were run as a specialist topic for foundation to grade two.

The school's facilities include a number of open learning studios, art room, library, ICT Lab, BER sports stadium, fitness circuit and separate playgrounds for junior and senior students. Before and after school care operates onsite 5 days per week.

Our school values are Kind Proud Safe and are embedded in all aspects of the school's operation. Our ongoing commitment to Student Wellbeing is supported by a dedicated Student Wellbeing Coordinator who manages a variety of wellbeing programs, including the Kids Matter initiative and the School Wide Positive Behaviour Program.

In 2017, we continued to implement and expanded on our Peer Observation and Learning Walks program. All staff had one formal leadership Learning Walk with a focus on the Kilmore Way and Teach Like a Champion Initiative. Staff also engaged in a Peer Learning Program during terms two and three. They identified their individual problem of practice and set goals in collaboration with their peer partner. Class observations, professional reading and feedback were an essential element of the process and regular meetings ensured rigor and accountability. The Learning Walk and Peer Observation Program formed part of every staff member's Performance Review Process.

Attendance at Kilmore Primary School continues to be a key focus with a belief that every day counts. Class incentives for attendance have been introduced and regular parent education articles appear in the weekly newsletter. The student Wellbeing Coordinator monitors attendance. An attendance policy was implemented. Over the course of the year, we had some success in reducing absenteeism in pockets of the school. A process for monitoring student absences is documented in the policy.

Community engagement continued to be a focus and parent forums were added as a strategy to engage the community in constructive and rigorous conversations around school improvement. Results of our parent opinion survey suggest that this strategy, combined with our other engagement processes are resulting in high levels of confidence and trust for the staff and school as a whole.

### Framework for Improving Student Outcomes (FISO)

Our FISO initiatives for this year were Building Practice Excellence and Building Leadership Teams. Our School Improvement Team (SIT) consisting of our Principal Class, Lead Teachers and four Unit Leaders, engaged in a Bastow Course, 'Coaching for Leadership', as a key improvement strategy. The aim was to build the capacity of all leaders, but more specifically our middle leaders, to lead school improvement and build teacher practice. This course involved several days in Bastow with challenges and take away tasks to be completed. We were assigned a coach from Bastow who worked with the school to embed improvement as a result of the course participation.

The school leadership team undertook training in the recent DET initiative around establishing high functioning Professional Learning Communities (PLC) and the Inquiry Model of PLC work. This was a valuable and effective Professional Development program that saw us trial the PLC Inquiry Model for our teams in term four. The Inquiry model PLC structure will be implemented across the whole school in 2018.

At a cluster level, Kilmore Primary School worked with three other schools to develop Peer Observation and Learning Walk protocols as part of the Network FISO implementation strategy. We met throughout the year to share and assist in the development of protocols that would assist each school get the most out of the Learning Walk and Peer Observation process. As a result, Kilmore Primary School has a well document process for these highly effective professional growth initiatives.



## Achievement

Relative growth shown in the area of numeracy in our NAPLAN tests shows that our school was well above the results for primary schools with similar characteristics, with 40% of students achieving a high relative growth. Year 3 numeracy NAPLAN results showed the highest percentage of students working in the top two bands in the past five years. Our future focus will continue to be reducing the number of students working in the bottom two bands. Our Year 5 results showed the largest percentage of students in the past five years working in the top two bands along with the lowest percentage of students working in the bottom two bands.

In both NAPLAN reading and writing, our school results were above the results for primary schools with similar characteristics. The five year trend for our Year 3 reading data shows a gradual improvement although we are still slightly lower than our similar and network schools. This area will continue to be a focus. Over half of our Year 3 students are performing in the top two bands in the area of writing. This is the best result in the past five years. Year 5 reading results show the lowest percentage of students working in the bottom two bands over the past five years, moving from 40% to 17%. In writing, Year 5 student results show the highest percentage of students working in the top two bands and lowest percentage working in the bottom two bands in the past five years.

Teacher judgements for Year 2 reading and writing results show a decrease in the number of students working below level and a significant reduction of students working below expected level in the area of reading in Grades 2, 4 and 5. Our Grade 3 students achieved significantly more students working above the expected level in the area of writing. In numeracy, there was a reduction in the number of students working below the expected level in Grade 4. Grade 5 students showed a significant reduction in the number of students working below the expected level, from 67% to 38%.

There continues to be some discrepancy between our NAPLAN and teacher judgement scores, with teacher judgements being conservative. This will continue to be a focus in the future.

## Engagement

Student Engagement remained a focus for our work at Kilmore Primary School this year. The promotion of Student Voice was an area of interest and we began investigating ways to improve this at KPS. We started by establishing a Student Voice PLC who meet several times throughout the year to gauge what was currently happening in our school and establish a policy for future work.

Our Student Leadership program was expanded to incorporate a Grounds and Environmental Beautification Student group. Our Student Representative Council (SRC) became more structured and met more regularly. Under the new structure they ran a range of activities including lunchtime clubs, special events, teacher- student games and fundraising for charity. They also organised a very special birthday party for our school therapy dog Asha who turned two.

Under the supervision of Brendan Thompson, Lead Teacher ICT, a student news broadcast program was established. The group compiled a fifteen minute broadcast program highlighting school events, programs and student achievement three times a term. The broadcast were viewed by all classrooms throughout the school. This was an incredibly successful engagement initiative that stimulate great interest and cultivated initiative and creativity in those students involved.

The BYO Ipad program continues to gain momentum with the great majority of students participating. The engagement levels of many students has been enhanced by the use of these devices, particularly with some of our students who had demonstrated low levels of interest in reading and writing.

Kilmore Primary School had students participate in a number of external enrichment opportunities including a Mathematic Challenge Day at Ivanhoe. We also had a large number of students participate in the ??????

## Wellbeing

The 2017 Parent Opinion Survey indicated increased parents satisfaction levels. Positive feedback was received from parents of students in Foundation around the transition program which was successfully implemented. Activities to support transition to secondary school were also implemented giving Grade 6 students an opportunity to experience a typical secondary school day. The KPS Open Day on the Saturday of Victorian Education Week again proved to be popular and informative for parents.

KPS promoted positive parent school partnerships through many school activities and programs, including our extremely successful school production, parent forums and special event days such as the school welcome picnic and Father's Day Breakfast. A revamped Family & Friends group welcomed new members.

A stronger focus on Student Voice and developing the Student Leadership Group through increased responsibilities, the Young Leaders Program, KPS TV, Student Representative Council and the Peer Mediation Program were a focus. Students were supported to develop social competencies through Manners Matter Awards, lunchtime programs,



restorative practices, Bullying No Way initiatives and a camps program from Foundation to Grade 6. Our school therapy dog Asha continued to be welcomed by the school community and assisted students with specific social & emotional needs, helping them to develop calming strategies and refocus on learning.

A focus on student attendance was supported throughout 2017 by fortnightly attendance awards for classes in F-2 and Grades 3-6 having the highest attendance. Regular promotion of school attendance in school assemblies and the school newsletter and regular contact with families and referrals to external agencies were made where appropriate.

The Assistant Principal Student Wellbeing leader worked closely with all staff, DET School Support Officers, medical professionals and government agencies to effectively support various students and families of the school community. The school developed effective pathways for students in the Program for Students with a Disability. Individual Learning Plans were developed for each student and regular student support group meetings were conducted. During 2017 KPS employed more ESS staff to assist with supporting individual students and small groups of students with specific learning needs, including the provision of a Literacy Intervention Program.

In 2018 emphasis will be given to further developing school, parent and community partnerships and effective communication between school and home. School attendance will continue to be promoted with an emphasis on punctuality.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## 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><b>Enrolment Profile</b></p> <p>A total of 424 students were enrolled at this school in 2017, 217 female and 207 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Lower</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><b>NAPLAN Year 3</b></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><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p>
<p><b>NAPLAN Year 5</b></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><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> 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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>53%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>44%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>60%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>4%</td> <td>64%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>64%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	53%	29%	Numeracy	16%	44%	40%	Writing	13%	60%	27%	Spelling	4%	64%	32%	Grammar and Punctuation	19%	64%	17%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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 1036 1003"> <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>93 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>90 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	91 %	91 %	93 %	90 %	88 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	91 %	91 %	93 %	90 %	88 %										



## 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><b>Students Attitudes to School - Sense of Connectedness</b></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>	
<p><b>Students Attitudes to School - Management of Bullying</b></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>	

# 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)

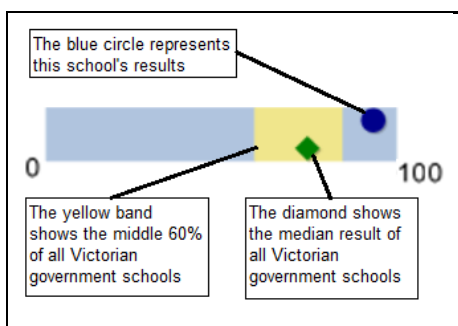
### Engagement

- 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).

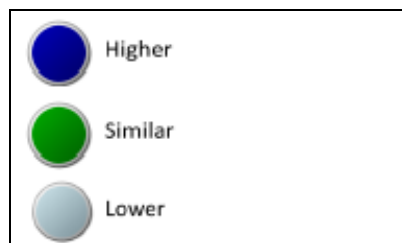


## What does *School Comparison* refer to?

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,047,276	High Yield Investment Account	\$308,342
Government Provided DET Grants	\$557,431	Official Account	\$16,685
Government Grants Commonwealth	\$450	Other Accounts	\$10,374
Revenue Other	\$37,282	<b>Total Funds Available</b>	<b>\$335,401</b>
Locally Raised Funds	\$201,562		
<b>Total Operating Revenue</b>	<b>\$3,844,001</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$130,530		
<b>Equity Total</b>	<b>\$130,530</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,964,031	Operating Reserve	\$30,000
Books & Publications	\$7,881	Asset/Equipment Replacement < 12 months	\$20,000
Communication Costs	\$10,336	Capital - Buildings/Grounds incl SMS<12 months	\$5,000
Consumables	\$75,638	Revenue Receipted in Advance	\$14,431
Miscellaneous Expense <sup>3</sup>	\$114,378	School Based Programs	\$264,612
Professional Development	\$13,053	School/Network/Cluster Coordination	\$1,358
Property and Equipment Services	\$257,675	<b>Total Financial Commitments</b>	<b>\$335,401</b>
Salaries & Allowances <sup>4</sup>	\$113,760		
Trading & Fundraising	\$35,219		
Utilities	\$37,815		
<b>Total Operating Expenditure</b>	<b>\$3,629,785</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$214,216</b>		
<b>Asset Acquisitions</b>	<b>\$6,500</b>		

(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. During the year we received \$60,000 under the School Pride Initiative. This was used to replace most of the external fences around the school boundary. Our facilities received an upgrade through the CARS funding. This saw the administration block repainted and carpeted, staff kitchen replaced, hall floor sanded and resealed and the two toilet blocks painted and floors replaced. Our Friends and Family group did an amazing job raising over \$20,000. These funds purchased new furniture for classrooms, literacy and numeracy resources and some ground improvement work. The equity funds went into the staffing of our intervention program and the appointment of a Lead Teacher – Coaching and Mentoring.